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BULLETIN

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

"America's Most Historic City"

GENERAL CATALOGUE
1934-35

WITH ANNOUNCEMENTS
1935-36

Published Quarterly in January, April, June and October

Entered as second-class matter April 1, 1924, at the Post Office at Fredericksburg, Va., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 18, 1918.

Entrance to Main Campus

Choosing A College

ENVIRONMENTAL conditions, including location, must be taken into account by the student choosing a college. No other college in the country is more fortunate in this respect than the State Teachers College at Fredericksburg.

This college is ideally and strategically located amidst the finest traditions of old Virginia, almost in the shadow of the Nation's Capital, and accessible to the great centers of culture of the East. The environment is both inspiring and romantic because of its colorful past and the peculiar blending of the life of early Colonial days with the life of today in a manner to be found nowhere else in America. Here you may spend your college days where you can look down upon the boyhood home of George Washington; the home of his sister; the home and tomb of his mother; and within a few minutes drive of Wakefield, his birthplace, and of Mount Vernon, the home of his mature years.

What could be more delightful than Fredericksburg—"America's Most Historic City"—filled with romance and history! You will like the gracious charm of stately Colonial pillars, the rolling shady lawns, and the halo of golden memories which cluster about the place. In these idyllic surroundings your college days will pass all too quickly.

Strong faculty composed of men and women of sound scholarship, high ideals, and broad cultural background.

Modern plant located on one of the most picturesque and alluring campuses in the entire country—a place of incomparable beauty. Ample housing facilities, including four new dormitories with private baths; full length mirrors in student rooms; attractive parlors; comfortable lounge rooms; pressing rooms; kitchenette; shower baths; circulating ice water, etc.

Social and recreational facilities unsurpassed—roof garden; commodious indoor and outdoor swimming pools; picturesque golf course; open-air theatre; rustic camp with all conveniences; tennis courts; gymnasium; athletic fields; and available saddle horses.

Superior accommodations and broad cultural and educational advantages at an exceedingly low cost.

This college confers both the A.B. and B.S. degrees. Whether you wish to acquire a liberal education in the arts and sciences or desire to become a teacher, supervisor, school administrator, dietitian, musician, librarian, private secretary, or business executive, there is a curriculum that meets your needs. The courses of instruction include commercial education, dietetics and home economics, physical education, music, art, and general courses found in other standard colleges.

BULLETIN

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

"America's Most Historic City"

Catalogue for 1934-35
Announcements for 1935-36

Session Opens September 23, 1935
Session Closes June 2, 1936

RICHMOND:
DIVISION OF PURCHASE AND PRINTING
1935

A Standard Four-Year College

Member of

American Association of Teachers Colleges

Southern Association of Colleges and Secondary Schools

and

The National Association of Commercial Teacher-Training Institutions

SALIENT REASONS FOR SELECTING THIS COLLEGE

1. Cool and delightful location; historic setting in an atmosphere of culture and refinement, amidst the finest traditions of old Virginia and almost in the shadow of the Nation's Capital. An inspiring and romantic environment.
2. Social and recreational facilities unsurpassed—roof garden; commodious indoor and outdoor swimming pools; picturesque golf course on campus; open-air theatre; rustic camp, including cabin; tennis courts; gymnasium; athletic fields; available saddle horses. Accessible to rivers and beaches.
3. Superior health record. Pure and abundant water supply. Resident physician, trained nurse, and infirmary available to all students without extra cost.
4. Four new dormitories just completed, containing private baths; pressing rooms; conference rooms; attractive parlors; lounge rooms; kitchenettes; circulating ice water; incinerators; trunk storage; shower baths, etc. All dormitories modern and well equipped. Every room an outside room, with hot and cold water, single beds, built-in closets, and bookcases.
5. Good and well-balanced meals prepared and served under ideal conditions, under the direction of expert dietitians.
6. High standards, professionalized courses, and broad liberal training.
7. Four-year courses leading to A.B. and B.S. degrees, and two-year courses for elementary teachers.
8. Strong faculty composed of men and women of sound scholarship, high ideals, and broad cultural background.
9. Unusual library advantages. Congressional Library, Virginia State Library, and Richmond City Library available, in addition to a splendid college library containing 18,000 volumes.
10. Unusual success in placing graduates in desirable positions.
11. Superior accommodations and broad cultural and educational advantages at an exceedingly low cost.
12. Available student aid positions and loans.
13. A growing and progressive college—large enough to provide a liberal education but small enough to give personal attention to each student.
14. The college with a homelike atmosphere. A friendly, happy, optimistic, and democratic spirit pervades the entire campus.

1935

JANUARY

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COLLEGE CALENDAR

1935-36

Fall Quarter

1935

*Fall quarter begins.....Monday, September 23
Registration of freshmen.....Monday, September 23
Registration of upper classmen.....Tuesday, September 24
Classes begin .....Wednesday, September 25
Thanksgiving holiday begins, after classes
Wednesday, November 27
Classes begin.....8:30 a. m., Monday, December 2
Christmas vacation begins, after classes....Friday, December 20

Winter Quarter

1936

†Winter quarter begins.....8:30 a. m., Monday, January 6
George Washington's birthday, a holiday..Saturday, February 22
Classes begin.....8:30 a. m., Monday, February 24
Winter quarter ends.....Saturday, March 21

Spring Quarter

Spring quarter begins.....8:30 a. m., Monday, March 23
Spring vacation begins.....after classes, Thursday, April 9
Classes begin.....8:30 a. m., Wednesday, April 15
Spring quarter ends.....Tuesday, June 2

Summer Quarter—1936

First Term

Summer quarter begins.....Monday, June 15
First term ends.....Saturday, July 18

Second Term

Second term begins.....Monday, July 20
Summer quarter ends.....Saturday, August 22

*Dormitories will be open for occupancy on Sunday, September 22, 1935.

†During Christmas vacation dormitories and dining halls will be closed, and will not re-open until Sunday, January 5, 1936. Students are requested not to return to college before that date.

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The State Board of Education

Hon. E. Lee Trinkle, *President*.....Roanoke
Major Robert W. Daniel.....Brandon
Supt. Joseph H. Saunders.....Newport News
Hon. Virginius R. Shackelford.....Orange
Judge Rose MacDonald.....Berryville
Hon. Robert M. Hughes.....Norfolk
Hon. J. Gordon Bohannan.....Petersburg
Dr. Sidney B. Hall, *Secretary*.....Richmond
(*State Superintendent of Public Instruction*)

OFFICERS OF ADMINISTRATION

Morgan LaFayette Combs, A.B., A.M., Ed.M., Ed.D..*President*
Edward Alvey, Jr., B.A., M.A., Ph.D.
Director of Teacher-Training
Mrs. Charles Lake Bushnell, B.A.....*Dean of Women*
C. A. Edwards, B.A., M.A....*Principal Campus Training School*
Guy H. Brown, A.B.....*Director Summer Training School*
Nannie Mae M. Williams, B.S.....*Registrar*
Nettie Taliaferro .....*Assistant Registrar*
Margaret D. Calhoun, A.B., B.L.S., M.A.....*Librarian*
Grace Elizabeth Taylor, B.S.....*Assistant Librarian*
Dalia L. Ruff.....*Dietitian and Director of Dining Halls*
Isobel A. Bell, B.A.....*Assistant to Dietitian*
Leon Ferneyhough .....*Treasurer*
Carolease Pollard, B.S.....*Assistant to Treasurer*
Florence A. Morgan, A.B., M.A. *Secretary to the President*
Mildred E. Scott, B.S., M.D.....*Resident Physician*
Elizabeth Trible, R.N.....*Resident Nurse*
Eugene Curtis.....*Superintendent of Buildings and Grounds*
Mrs. Blanche D. Taylor.....*Hostess*
Mrs. H. L. Walraven.....*Hostess*

THE FACULTY

MORGAN L. COMBS, A.B., A.M., ED.M., ED.D. ..... *President*

A.B., University of Richmond; A.M., University of Chicago; Ed.M., and Ed.D., Harvard University. Teacher and principal in public high and elementary schools of Virginia; Teacher in private school; Superintendent of Schools, Buchanan County, Virginia; State Supervisor Secondary Education for Virginia; Professor Secondary Education, Boston University; Director Research and Surveys, Virginia State Department of Education; Professor of Education, College of William and Mary, Summer School; Professor of Education, George Washington University, Summer School; President, State Teachers College, Fredericksburg, 1929—.

EDWARD ALVEY, JR., B.A., M.A., PH.D.

Professor of Education and Director of Teacher-Training

B.A., M.A., and Ph.D., University of Virginia. Principal, Warm Springs High School; Principal, Valley High School, Hot Springs; Critic Teacher, Lane High School, Charlottesville, Virginia; Supervisor of English, Albemarle County Public Schools; Instructor in Secondary Education, University of Virginia; Professor of Education and Director of Teacher Training, State Teachers College, Fredericksburg, 1934—.

ELIZABETH W. BAKER, A.B., A.M., PH.D. ..*Professor of English*

A.B., George Peabody College; A.M., University of Chicago; Graduate Student, Columbia University; Ph.D., George Peabody College. Teacher of English, Oak Cliff High School, Dallas, Texas; Teacher of Spoken English, Summer Faculty, Peabody College; Professor of English, State Teachers College, Fredericksburg, 1928—.

ROBERTA LOUISE BARNETT, B.S., M.A.

Associate Professor of English

A.A., Central College for Women, Lexington, Missouri; B.S., University of Missouri; M.A., Columbia University; Graduate, Department of Expression and student in Conservatory of Music, Grand River College, Gallatin, Missouri; Student in Conservatory of Music, Stephens College, Columbia, Missouri. Teacher of Latin and French, Cameron High School, Cameron, Missouri; Teacher of English and Dramatics, Bolton High School, Alexandria, Louisiana; Associate Professor of English, State Teachers College, Fredericksburg, 1928—.

M. ELIZABETH BARRY, B. S., A.M. ..... *Instructor in Education*

B.S., and A.M., Columbia University; Certificate, School of Geography, Oxford, England; Graduate Study, Guggenheim School of Aeronautics, New York University; Student of Foreign Policies and International Relations, Geneva, Switzerland. Teacher, Horace Mann Demonstration School and Lincoln Demonstration School, Columbia University; Instructor, College of Education,

University of Minnesota; Professor Ecole Internationale de Genève, Genève, Swisse; Instructor in Education, State Teachers College, Fredericksburg, 1933—.

MRS. CHARLES LAKE BUSHNELL, B.A.....*Dean of Women*

B.A., University of Tennessee; Graduate Student, Columbia University. Teacher of Latin, Reidsville High School, Reidsville, N. C.; Professor of English, Winthrop College; Principal, Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, State Teachers College, Fredericksburg, 1921—.

MARGARET D. CALHOUN, A.B., B.L.S., M.A.

Librarian and Instructor in Library Science

Randolph-Macon Woman's College; A.B., Birmingham-Southern College; B.L.S., Columbia University, School of Library Science; M.A., George Peabody College. Assistant in Reference Department, Birmingham Public Library; Columbia University Library; Librarian and Instructor in Library Science, State Teachers College, Fredericksburg, 1931—.

ROBERT F. CAVERLEE, A.B., TH.B., TH.M., D.D.

Instructor in Biblical Literature

A.B., University of Richmond; Th.B., and Th.M., Southern Theological Seminary, Louisville; D.D., University of Richmond. Vice-President, Alderson Junior College; President of the Board of Visitors, Alderson and Broaddus Colleges; Member, Educational Commission of West Virginia; Instructor in Biblical Literature, State Teachers College, Fredericksburg, 1934—.

MARION K. CHAUNCEY, B.M., M.A.

Assistant Professor of Music

Graduate, Georgia State Woman's College; B.M., Degree and Violin Diploma, Ithaca Conservatory of Music, Ithaca, New York; Student of Cesar Thompson—Belgian virtuoso, W. Grant Egbert, and Jean Pulikowski of the Cincinnati Conservatory; M.A., Degree and Supervisor of Public School Music Diploma, Teachers College, Columbia University; Student, Southern Methodist University, Dallas, Texas, New York University and Columbia University. Instructor, High School, Port Arthur, Texas; Elementary Schools, Dallas, Texas; Elementary and High Schools, Winchester, Virginia; Assistant Professor of Music, State Teachers College, Fredericksburg, 1933—.

ROY SELDON COOK, B.S., M.S., PH.D.....*Professor of Science*

B.S., M.S., and Ph.D., University of Virginia. Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Professor of Science, State Teachers College, Fredericksburg; Instructor in Chemistry, Miller School, Miller School, Va.; Head of Science Department, State Teachers College, Fredericksburg, 1925—.

OSCAR HADDON DARTER, A.B., A.M.
Professor of History and Social Science

Student, Carson-Newman College, Jefferson City, Tenn.; Student, University of Oklahoma; A.B., State Teachers College, Ada, Okla.; A.M., Columbia University. Superintendent of Mannsville High School, Mannsville, Okla.; Instructor in A. E. F., France; Superintendent of Russett Consolidated High School, Russett, Okla.; County Superintendent, Johnson County, Okla.; Superintendent of Tupelo High School, Tupelo, Okla.; Instructor in State Teachers College, Ada, Okla.; Head of History and Social Science Department, State Teachers College, Fredericksburg, 1926—.

BENJAMIN H. DAVIS, A.B., PH.D.....*Instructor in Science*

A.B., Wabash College; Ph.D., Cornell University. Instructor in the Department of Plant Pathology, Cornell University; Asst. Research Specialist in Diseases of Ornamental Plants, New Jersey Agricultural Experiment Station, Summers; Instructor in Science, State Teachers College, Fredericksburg, 1934—.

EILEEN KRAMER DODD, PH.B., M.A., PH.D.
Professor of Education and Psychology

Graduate, Keystone State Normal School, Kutztown, Pa.; Ph.B., Muhlenberg College, Allentown, Pa.; M.A., and Ph.D., New York University; Graduate Study, Lehigh University, University of Pennsylvania, University of California, and New York University. Taught in public schools of Northampton, Pa.; Dean of Cedar Crest Model School; Head of Department of Education, Cedar Crest College, Allentown, Pa.; Professor of Education and Psychology, State Teachers College, Fredericksburg, 1926—.

JAMES HARVEY DODD, A.B., A.M., PH.D.
Professor of Commercial Education

Graduate, Accounting and Business Administration, Bowling Green Business University; A.B., Western Kentucky Teachers College; A.M., and Ph.D., George Peabody College; Student, Vanderbilt University and Northwestern University. Instructor, Summer Sessions, Peabody College and Bowling Green Business University; Professor of Economics and Sociology, Ward-Belmont School, Nashville, Tenn.; Associate Professor of Business Administration, Franklin College, Franklin, Indiana; Head of Commercial Department, State Teachers College, Fredericksburg, 1928—.

DOROTHY DUGGAN, B.S., M.A.....*Associate Professor of Art*

B.S., University of Tennessee; M.A., in Fine Arts, Peabody College; Travel and Study in Europe; Student, Art Students' League, New York City; Student, Pennsylvania Academy of Fine Arts. Instructor in County High School, Fayetteville, Tenn.; Departmental Teacher of Art, Winston-Salem, N. C.; Assistant in Fine Arts, Peabody College; Graduate Student and Teacher of Art in Demonstration School, Peabody College; Instructor in Art, East Tennessee State Teachers College; Associate Professor of Fine Arts, State Teachers College, Fredericksburg, 1926—.

EVA TAYLOR EPPES.....*Associate Professor of Music and Voice*

Graduate in Piano, Harmony, English, and History, Southern College, Petersburg, Va.; Graduate, Cornell University Music Department; Voice, Jean Trigg, Richmond; Voice, Helen Allen Hunt, Boston; Voice, Edouard Albion, Washington, D. C.; Student, University of Virginia; Student, New York University. Teacher of Piano, Waverly High School, Waverly, Va.; Supervisor of Music, Petersburg, Va.; Choir Work; Assistant Supervisor of Music, Richmond; Director of Music, State Teachers College, Fredericksburg, 1922—.

WILLIAM N. HAMLET, C.E.....*Professor of Mathematics*

C.E., Virginia Military Institute; Special courses in Mathematics, University of Virginia and Cornell University; Special course in Mathematics and Supervision, Columbia University. Principal of high schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal and Head of Science Department, John Marshall High School, Richmond; Professor of Analytical Chemistry in Department of Pharmacy, Medical College of Virginia; Superintendent of Schools, Lonoke, Ark.; Head of Mathematics Department, State Teachers College, Fredericksburg, 1911—.

GEORGE A. KIRBY, B.ED., M.A.

Instructor in Commercial Education

B.Ed., Western Illinois State Teachers College; M.A., Columbia University; Graduate Student, University of Michigan and University of Illinois. Instructor, Summer Session, Illinois State Teachers College; Instructor, Senior High School, Keokuk, Iowa; Research Assistant, Bureau of Business Research, University of Michigan; Instructor, Senior High School, Rockford, Illinois; Accountant for manufacturing concerns; Instructor in Commercial Education, State Teachers College, Fredericksburg, 1934—.

BERTHA MAY KIRK, A.B., M.A.

Associate Professor of Physical and Health Education

A.B., University of Illinois; M.A., Columbia University; Residence work on Ph.D., completed at New York University. Supervisor Public School Physical Education, Bartlesville, Okla.; Director, Y. W. C. A., Physical Education, Bartlesville, Okla.; Instructor, Physical Education, Central High School, Tulsa, Okla.; Assistant, Individual Gym., Columbia University; Instructor, Physical Education, University of Texas; Assistant Professor, Physical Education, University of New Hampshire; Instructor, Physical Education, Chautauqua Summer School, Chautauqua, New York; Head of Athletics, Camp Owaissa, Indian Lake, New York; Associate Professor of Physical and Health Education, State Teachers College, Fredericksburg, 1932—.

AMALIA LAUTZ, B.S., ED.M., PH.D.

Professor of Nutrition and Home Economics

B.S., Columbia University; Ed.M., Harvard University; Ph.D., Cornell University. Teaching and Research Dietitian, Presby-

terian Hospital, New York City; Executive Dietitian, Peter Bent Brigham Hospital, Boston; Special Examiner in Dietetics, State of Massachusetts; Special Nutrition Consultant, Division of Child Welfare, Red Cross, Berlin; Special Lecturer, Columbia University; Fellow, University of Chicago; Editor of Nutrition Section, Trained Nurse and Hospital Review; Professor of Nutrition and Home Economics, State Teachers College, Fredericksburg, 1932—.

MARY E. MCKENZIE, A.B., M.A...*Assistant Professor of English*

A.B., Oberlin College; Student, George Washington University; M.A., Columbia University; Graduate Student, George Washington University. Head of English Department, Fredericksburg High School, Fredericksburg, Va.; Assistant Professor of English, State Teachers College, Fredericksburg, 1925—.

MILDRED OENONE MCMURTRY, A.B., A.M.

Associate Professor of Languages

A.B., Colorado College; M.A., University of Missouri; Advanced Study, Paris; Graduate Student, University of Chicago and University of Colorado. Instructor, Lamar Union High School, Lamar, Col.; Professor of Latin, College of Emporia, Emporia, Kansas; Associate Professor of Languages, State Teachers College, Fredericksburg, 1928—.

ANNABEL L. MERRILL, B.S., M.S.....*Instructor in Dietetics and Home Economics*

B.S., and M.S., Cornell University; Student, Southwestern College, Winfield, Kansas. Assistant in Nutrition Research, Department of Foods and Nutrition, Cornell University; Teacher of Home Economics, Weaver College, Weaverville, N. C.; Professor of Foods and Nutrition, Southwestern College, Winfield, Kansas; Instructor in Dietetics and Home Economics, State Teachers College, Fredericksburg, 1934—.

LOLA ESTHER MINICH, A.B., M.A.

Instructor in Commercial Education

A.B., University of Oklahoma; Diploma Gregg College, Chicago; M.A., New York University. Instructor, Eldorado High School, Eldorado, Okla.; Head of Commercial Department, Sapulpa High School, Sapulpa, Okla.; Instructor, Ponca City High School, Ponca City, Okla.; Instructor in Commercial Education, State Teachers College, Fredericksburg, 1931—.

CHARLES GEORGE GORDON MOSS, B.A., M.A., PH.D.

Associate Professor of History

B.A., Washington and Lee University; M.A., and Ph.D., Yale University. Instructor, Episcopal High School; Wake Forest College; State Teachers College, Farmville; Associate Professor of History, State Teachers College, Fredericksburg, 1932—.

FRANCES P. RAMEY, B.S., M.A.

Assistant Professor of Social Science

Graduate, State Teachers College, Edmond, Oklahoma; B.S., University of Oklahoma; M.A., George Peabody College; Graduate Student, Clark University and Columbia University. Instructor in public schools of Texas and Oklahoma; Principal of Walker-Caldwell Elementary School, Breckinridge, Texas; Associate Professor of Education, John Tarleton Agricultural College; Assistant Professor of Social Science, State Teachers College, Fredericksburg, 1929—.

EULA PORTER ROBINS, B.S., A.M., ... *Supervisor of Tea Room Practice and Instructor of Institutional Economics*

B.S., State Teachers College, East Radford, Virginia; A.M., University of Chicago; Graduate Student, University of Chicago. Instructor of Home Economics, State Teachers College, East Radford, Summer Session; Instructor of Home Economics and Lunchroom Manager, Anawalt High School, Anawalt, W. Va.; Assistant Dietitian, Graduate Clubhouse, Noyes Refrectory, University of Chicago; Buyer and Manager of Cafeteria, Manual Training High School, Indianapolis, Ind.; Dietitian, Winona Lake Camp, Winona Lake, Ind.; Virginia State Nutrition Advisor, V. E. R. A., Richmond; Supervisor of Tea Room Practice and Instructor of Institutional Economics, State Teachers College, Fredericksburg, 1934—.

SARAH S. ROGERS, B.S..... *Instructor in Physical and Health Education*

Student, Westhampton College; Graduate, Sargent School; B.S., College of William and Mary. Teacher, Warren High School, Warren, Penn.; Teacher, Y. W. C. A., Richmond; Instructor in Physical and Health Education, State Teachers College, Fredericksburg, 1934—.

HELEN H. SCHULTZ, B.S., A.M.

Assistant Professor of Science

Special Student, University of Chicago, University of Tennessee, Howard College, Birmingham, Ala., and University of Colorado; B.S., and A.M., George Peabody College; Admitted to Candidacy for Ph.D. degree, George Peabody College; Research Marine Biological Station, Woods Hole, Mass. Teacher in elementary and high schools of Mobile County, Ala.; Teacher of Biology and Nature Study, State Teachers College, Fredericksburg; County Supervisor of Elementary Schools, Clay County, Ala.; Assistant in Biology Laboratory, George Peabody College; Assistant Professor of Science, State Teachers College, Fredericksburg, 1929—.

MILDRED ESTHER SCOTT, B.S., M.D.

Resident Physician and Instructor in Hygiene

B.S., and M.D., University of Kansas; Staff, Kansas State Hospital; Samaritan Hospital, Troy, New York. General Practice,

Kansas City; Resident Physician and Instructor in Hygiene, State Teachers College, Fredericksburg, 1933—.

GEORGE EARLIE SHANKLE, A.B., B.O., M.A., M.O., PH.D.

Professor of English

A.B., B.O., and M.O., Union University, Jackson, Tenn.; M.A., and Ph.D., George Peabody College. Head of English Department, Union University; Head of English Department, Mississippi College; Head of English Department, Oklahoma Baptist University; Head of English Department, State Teachers College, Fredericksburg, 1929—.

CAROLINE BAYTOP SINCLAIR, B.S., M.A.

Instructor in Physical and Health Education

B.S., College of William and Mary; Graduate Student, College of William and Mary, University of Wisconsin, and George Peabody College; M.A., New York University; Residence work completed for Ph.D., New York University. Supervisor, City Schools, Danville, Virginia; Teacher, R. J. Reynolds High School, Winston-Salem, N. C.; Teacher, Holland Hall, Tulsa, Okla.; Associate Professor of Physical Education, Y. M. C. A. Graduate School, Nashville, Tenn.; Instructor in Physical and Health Education, State Teachers College, Fredericksburg, 1934—.

ELIZABETH TRIBLE, R.N. . . *Nurse and Instructor in Home Nursing*

Fredericksburg State Teachers College; Stuart Circle Hospital, School of Nursing, Richmond; Student, School of Nursing, Columbia University. Teacher in public schools of Virginia; Private Nursing; Public School Nursing; Assistant Superintendent, Retreat for the Sick Hospital, Richmond; Director of Nurses, Knoxville General Hospital, Tenn.; Nurse and Instructor in Home Nursing, State Teachers College, Fredericksburg, 1928—.

ALICE WAKEFIELD, B.A., M.A.

Assistant Professor of Commercial Education

Student, Morningside College, Sioux City, Iowa; B.A., and M.A., State University of Iowa; Graduate Student, University of Chicago, summer session. Teacher, Commercial Department, Newton Senior High School, Newton, Iowa; Assistant Professor of Commercial Education, State Teachers College, Fredericksburg, 1928—.

CATESBY WOODFORD WILLIS, B.A., ED.M.

Associate Professor of Languages

B.A., University of Richmond; Ed.M., Harvard University. Teacher, Fredericksburg Elementary School, Fredericksburg, Va.; Teacher, Latin and French, Buena Vista High School, Buena Vista, Va.; Teacher, Latin and French, High School, Gaithersburg, Md.; Teacher, Latin, Physics, and Algebra, Fredericksburg High School, Fredericksburg, Va.; Associate Professor of Languages, State Teachers College, Fredericksburg, 1931—.

NORA C. WILLIS.....*Instructor in Instrumental Music*

Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhardt, Richmond; Student, Cornell University, Summer Session; Summer work, West Chester, Pa.; Summer work, Beechwood School, Jenkintown, Pa.; Voice, Jean Trigg, Richmond; Summer work, Hans Barth, N. Y. Teacher, Piano, Woman's College, Richmond; Instructor in Instrumental Music, State Teachers College, Fredericksburg, 1911—.

PEARLE M. YOUNG, B.S., M.A.

Instructor in Physical and Health Education

B.S., College of William and Mary; M.A., Columbia University. Instructor in Physical and Health Education, State Teachers College, Fredericksburg, 1934—.

WALTER JORGENSEN YOUNG, A.B., A.M., PH.D.

Professor of Education and Psychology

A.B., University of Richmond; A.M., and Ph.D., University of Pennsylvania. Head Department Philosophy and Education, Hampden-Sidney College; Head Department Philosophy, Psychology, and Education, University of Richmond; Acting Superintendent City Schools, Suffolk, Va.; Professor of Education and Social Science, Fredericksburg State Teachers College; Professor of Elementary Education, Winthrop College; Head Department of Psychology and Education, Henderson State Teachers College; Professor of Education and Psychology, State Teachers College, Fredericksburg, 1930—.

TRAINING DEPARTMENT

EDWARD ALVEY, JR., B.A., M.A., PH.D.

Director of Teacher-Training

B.A., M.A., and Ph.D., University of Virginia. Principal, Warm Springs High School; Principal, Valley High School, Hot Springs; Critic Teacher, Lane High School, Charlottesville, Virginia; Supervisor of English, Albemarle County Public Schools; Instructor in Secondary Education, University of Virginia; Director of Teacher Training, State Teachers College, Fredericksburg, 1934—.

C. ALLMAND EDWARDS, B.A., M.A.

Principal of Campus Training School

B.A., Randolph-Macon College; M.A., Columbia University; Graduate Student, Columbia University. Teacher of English, John Marshall High School, Richmond; Principal, Toano High School, Toano, Va.; Principal, Burkeville High School, Burkeville, Va.; Principal, Ashland High School, Ashland, Va.; Principal, Waverly High School, Waverly, Va., Principal of Campus Training School, State Teachers College, Fredericksburg, 1928—.

M. ELIZABETH BARRY, B.S., A.M.

Supervisor Sixth and Seventh Grades

B.S., and A.M., Columbia University; Certificate, School of Geography, Oxford, England; Graduate Study, Guggenheim School of Aeronautics, New York University; Student of Foreign Policies and International Relations, Geneva, Switzerland. Teacher, Horace Mann Demonstration School and Lincoln Demonstration School, Columbia University; Instructor, College of Education, University of Minnesota; Professor Ecole Internationale de Genève, Genève, Swisse; Supervisor, Sixth and Seventh Grades, Campus Training School, State Teachers College, Fredericksburg, 1933—.

ELINOR L. HAYES, B.S., M.A.....*Supervisor Primary Grades*

B.S., State Teachers College, Fredericksburg; Student, University of Virginia Summer School; M.A., Columbia University. Principal, Rappahannock Graded School, Westmoreland County, Va.; Teacher, George Wythe and Armstrong Schools, Elizabeth City County, Va.; Supervisor Primary Grades, Lee Hill School, Spotsylvania County, Va.; Supervisor, Falmouth Training School, Falmouth, Va.; Supervisor, Primary Grades, Campus Training School, State Teachers College, Fredericksburg, 1928—.

MYRTLE L. KAUFMANN, B.S., M.A.....*Supervisor First Grade*

Graduate, State Teachers College, DeKalb, Ill., B.S., Columbia University; M.A., Colorado State Teachers College. Supervisor, State Teachers College, DeKalb, Ill.; Elementary Supervisor, Janesville, Wis.; Primary Supervisor, Springfield, Ill.; Elementary Supervisor, Logansport, Ind.; Assistant Superintendent of Schools, Spokane, Wash.; Supervisor, First Grade, Campus Training School, State Teachers College, Fredericksburg, 1932—.

HELEN MILLS, B.S., M.A...*Supervisor Mathematics and Science*

Student, University of Virginia, Summer School; B.S., State Teachers College, Fredericksburg; M.A., Teachers College, Columbia University. Assistant Principal and Teacher of Mathematics and Science, High School, Marye, Va.; Principal High School, Marye, Va.; Supervisor of Mathematics and Science, High School Department, Campus Training School, State Teachers College, Fredericksburg, 1926—.

MURIEL IRENE SANDERS, B.A., M.A.....*Supervisor of Languages*

B.A., Westhampton College, University of Richmond; Graduate Student, University of Richmond, Summer Session; M.A., Columbia University. Teacher, Suffolk High School, Suffolk, Va., Teacher, John Marshall High School, Richmond; Teacher, Glen Allen High School, Glen Allen, Va.; Supervisor of Languages, High School Department, Campus Training School, State Teachers College, Fredericksburg, 1927—.

KATE GANNAWAY TRENT, B.S., A.M.

Supervisor Fourth and Fifth Grades

B.S., State Teachers College, Farmville; A.M., Columbia University. Teacher, Elementary Schools, Richmond; Assistant Supervisor of First Grade and Supervisor of Primary Grades, State Teachers College, Farmville; Supervisor, First Grade, Campus Training School, State Teachers College, Fredericksburg; Supervisor, Kindergarten, State Normal College, Ypsilanti, Michigan; Teacher in Reading Clinic, Lincoln Demonstration School, Columbia University; Supervisor, Fourth and Fifth Grades, Campus Training School, State Teachers College, Fredericksburg, 1933—.

GENERAL INFORMATION

Purpose

For the first time in the history of the State, the young women of Virginia have an opportunity to pursue work for the A. B. degree in liberal arts at a State college for women. Until recently, students at the State Teachers College at Fredericksburg have been limited largely to those desiring professional or vocational training leading to the B. S. degree. This college now has authority and is prepared to confer both the A. B. and B. S. degrees. This change in policy greatly increases the opportunity of the college for service, and enables it to confer degrees appropriate to the fields of interest and specialization.

This change in status means that the functions of the institution have been enlarged to meet the demands of that ever increasing number of students who do not wish to teach, but desire a broad, liberal education in the arts and sciences. It also will result in strengthening the work in all departments, since the institution is committed to the policy of offering a liberal education in the arts and sciences as a necessary foundation for the professional training of teachers.

The schools of the State and Nation not only are demanding teachers of broader scholarship and training than ever before, but there is a large and increasing demand for specialists in the so-called newer fields of education. In order to meet this demand, this college offers special curricula for teachers, supervisors, and others who desire to specialize in the fields of Commercial Education, Physical and Health Education, Music, Home Economics, Dietetics, and Art, in addition to the regular curricula for elementary and high school teachers, supervisors, and principals. These special courses likewise are based on a foundation of thorough scholarship and, through opportunities for electives, afford a general liberal education.

Location and History

The location of this college in "America's Most Historic City," almost in the shadow of the Nation's Capital and within fifty miles of Richmond, the Capital of the Old Dominion, gives

it an enviable position among colleges in the country. Accessibility to these points enables students and faculty to take advantage of the libraries, art galleries, theatres, and other educational and cultural facilities in these great centers of culture. Fredericksburg is also easily accessible to Alexandria, Mount Vernon, Wakefield, Stratford, University of Virginia, Baltimore, Philadelphia, and other places of historical significance and note.

The campus, comprising seventy-five acres, is situated on the famous Marye's Heights, overlooking the historic city of Fredericksburg, and commanding a panoramic view never to be forgotten. The position of the buildings gives them a commanding appearance, bringing out in strong relief the massive beauty of the architecture. In the rear of the campus deep wooded ravines threaded by crystal streams add a picturesqueness to the college grounds seldom to be seen. Beautiful groves, lovely valleys, murmuring streams, and vine-clad slopes conspire to make it one of the most beautiful and alluring campuses in the entire country.

Fredericksburg and vicinity have been prominently associated with every important period of American History from the time Capt. John Smith sailed up the Rappahannock River in 1608, until the present. On the very spot where now stand the college buildings once stood "Seacobeck," an Indian village, visited by Capt. Smith and his party in 1608.

The old Sunken Road at the base of the heights in front of the college; the Confederate Cemetery at the foot of the hill; the breastworks and gun emplacements on the crest of the hill; and the cannon balls and other relics that are found from time to time, constitute mute but eloquent testimony of the two bloody battles which were staged on the heights now occupied by the campus during the War Between the States.

This campus, located as it is on the highest point in Tidewater Virginia, furnishes an eminence from which one may visualize no less than three centuries of American History as though looking through a vista filled with events and memories crystallized and imperishable, consisting of the innumerable shrines in and around Fredericksburg, hallowed by the valiant deeds of the great men and women who adorn the pages of history.

The following are some of the places in full view of the college visited by thousands of tourists from all over America and from foreign countries, every year: The boyhood home of George Washington, where he cut the cherry tree; the home and

burial place of his mother; "Kenmore," the home of his only sister, Betty Washington Lewis; "Chatham," so long associated with romance and war, the headquarters of the commander of the Army of the Potomac, the favorite visiting place of George Washington, where Robert E. Lee courted his wife, and where Count Zeppelin, an attache of the Northern Army, sent up at the battle of Fredericksburg a balloon carrying a human being; the first Apothecary Shop in America; the old slave block; the home of Matthew Fontaine Maury; the Rising Sun Tavern built by Charles, the brother of George Washington; the National Cemetery, where sleep not less than 15,000 of the Northern heroes of the War Between the States who lost their lives on adjacent battlefields; Confederate Cemetery where rest the remains of 5,000 soldiers; "Brompton," the headquarters for the Confederates; "Greenway," General Burnside's headquarters; Wallace Hill, where Lincoln reviewed his troops; the law office of James Monroe; historic Falmouth, the site of a prison camp during the Revolutionary War, and the home of the first millionaire in America; and many other places too numerous to mention.

The United States Government has established a Battlefield Park in the Fredericksburg area, and is spending large sums suitably marking its battlefields—Chancellorsville, Wilderness, Spotsylvania Court House, Salem Church, and Fredericksburg.

Considering its historical significance, and the fact that it is situated in one of the most accessible and cultural communities in America, it would be difficult to find a more fitting place for a college or an environment more inspiring. Here the old and the new are happily blended into a progressive and interesting community of approximately ten thousand people, surrounded by historic shrines and crowned by a halo of golden memories capable of inspiring all who enter its gates.

Field Trips and Tours

In an effort to utilize the rich historic environment in which this institution is located, and as an integral part of the program of instruction, the college sponsors regular visits or pilgrimages to the many local shrines and places of interest and note, including those in the immediate vicinity of Fredericksburg, the cities of Washington, Richmond, and other places accessible to the college. The heads of the various departments of instruction have charge of the tours with which each department is con-

cerned. These trips are arranged for afternoons and Saturdays when they do not interfere with classroom work. The department head or teacher in charge of a group makes assignments in advance bearing on the particular places to be visited, so that students will be familiar with the history or events connected with any given place. In addition, the teacher in charge gives on the ground a lecture covering the history and significance of the particular place or shrine visited.

These trips are not confined to historic places alone, but include visits to industrial and educational institutions as well as visits to Congress, State Legislature, Congressional Library, State Library, and other governmental departments in Washington and Richmond.

Every student sometime during her stay at this institution has an opportunity of visiting all of the most outstanding and notable places to be found within a radius of fifty miles of Fredericksburg. This phase of the program of studies is a rich education within itself, and furnishes students a background of information which not only enables them to appreciate our history and institutions, but which serves also as an inspiration. Students eagerly look forward to these trips and they serve to vitalize and motivate the work in history, art, music, science, commerce, and other departments of the college.

No phase of the college's work has attracted quite so much attention or created so much enthusiasm and interest as this program of visualized and vitalized instruction.

Accessibility and Transportation

Because of its central location and its excellent transportation facilities, Fredericksburg is one of the most accessible cities in Virginia. The Richmond, Fredericksburg and Potomac Railroad, through its excellent passenger service, extends to Fredericksburg the enormous facilities of its connection—the Pennsylvania Railroad; Chesapeake and Ohio Railway; Atlantic Coast Line Railroad; Seaboard Air Line; Virginia Central; Southern Railway. The city is connected with the Capitals of the Nation and the State not only by the best railway line in the State, but also by the great Quebec-Miami International Highway known as United States Route No. 1. The many bus lines offer convenient and rapid transportation to all parts of the State and country.

This college is nearer the Capital of the Nation and the Capital of the State than any other State college, and reduced railroad fare on round-trip week-end tickets extended to students enables them to visit these cities and intermediate points at comparatively little expense. It also makes it possible for them to take advantage of the libraries, art galleries, theatres, and other educational facilities in Washington and Richmond.

Climate and Health

Fredericksburg enjoys a delightful climate. Its latitude and proximity to the Chesapeake Bay and the ocean insure cool breezes in summer and a mild climate in winter. The winters are short and seldom are the days that are too cold for outdoor sports.

There is an ample supply of pure water, and not only the college but the entire community has a superior health record.

Recreational Facilities

This is a delightful place in which to spend one's college days. The social and recreational facilities are unexcelled—spacious campus; beautiful groves; roof garden; commodious indoor and outdoor swimming pools; picturesque golf course on campus; open-air theatre; rustic camp including cabin with all conveniences; tennis courts; gymnasium; athletic fields; available saddle horses; receptions; tours; entertainments; delightful home life; and everything conducive to the contentment and happiness of the student group.

Tea Room

The college Tea Room is a favorite gathering place for students and faculty members and their friends, for refreshments or a social hour. It is an attractive spacious room, with a large fireplace, comfortable lounging space, piano, and radio.

It is under the supervision of the Department of Dietetics and Home Economics.

Sports

If you desire instruction in swimming, diving, life saving, golf, tennis, archery, horseback riding, or other recreational activities, or wish to improve your technique and skill in these sports, you will find here unusual facilities and expert instruction.

Accommodations

BUILDINGS

The college has ample and superior housing facilities including four new dormitories recently completed, which offer every convenience found in the most modern and up-to-date hotels: single or double rooms with full length mirrors; private baths; circulating ice water; beautifully appointed reception rooms and parlors; comfortable lounge rooms; large porches and arcades; and in addition, pressing rooms; kitchenettes; shower baths; trunk rooms; incinerators, etc.

All dormitories are modern and well equipped. Every room is an outside room with plenty of ventilation and light; hot and cold water; single beds; built-in closets; and bookcases.

Seacobeck Hall, one of the most beautiful buildings on the campus, contains the dining halls; kitchens; foods laboratories; lounge room; tea room, etc. This is a large, airy, well-ventilated building, with the most modern equipment including its own refrigeration plant. Good and well-balanced meals are prepared and served under the direction of expert dietitians.

Other facilities include the administration and classroom buildings; campus training school; student activities building; the infirmary which recently has been enlarged and entirely renovated; central power and laundry building; tea room; postoffice; open-air theatre; new library space which doubles the original capacity; auditorium; open-air theatre; gymnasium; a spacious roof garden; President's home, etc.

NEW BUILDINGS AND OTHER IMPROVEMENTS

An extensive building program has just been completed, including four new dormitory units—Mary Ball Hall, Dolly Madison Hall, Mary Custis Hall, and the south wing to Virginia Hall. These buildings are three stories in height, of classical architecture, and are modern in every respect. They provide housing space for 262 students; parlors; lounge rooms; and additional library space; and are equipped with every convenience including private baths; pressing rooms; kitchenettes; conference rooms, etc.

The completion of these buildings gives the college unexcelled dormitory facilities, thus making it possible to limit the number

of students to not more than two in a room. A limited number of one-student rooms are available.

Other improvements include an addition to the infirmary; a picturesque golf course on the campus; an outdoor swimming pool; new athletic fields; an extensive landscaping program; and numerous new walkways.

Equipment

The equipment in each department is up-to-date and sufficiently complete to insure the highest grade of work. This consists of laboratories; library; gymnasium; roof garden; tennis courts; indoor and outdoor swimming pools; open-air theatre; athletic fields; student camp; training school facilities; school garden; tea room, etc.

LIBRARY

The library is selected to meet the requirements of a modern educational institution. Two trained librarians and student assistants are constantly in attendance to render assistance to students in their reading and reference work. Several thousand new volumes and much reference material have been added recently.

A new library unit has been completed recently, practically doubling the seating capacity, and greatly enlarging the facilities and accommodations.

A branch library is also maintained in the Training School which affords a wide range of reading and study material for both pupils and supervisors in this institution.

DEPARTMENT OF DIETETICS AND HOME ECONOMICS

This department places its main emphasis upon foods and nutrition. The facilities are designed to meet the demands for trained tea room managers, dietitians of schools, colleges, hotels, and other institutions, as well as for teachers of home economics and dietetics. Students are prepared to enter approved hospital courses in medical dietetics.

The facilities consist of modern, well equipped laboratories, and an attractive tea room. Administrative departments of the

college and hotels in the vicinity are used for purposes of observation.

The tea room is sponsored by the Department of Dietetics and Home Economics, and is a very popular resort for both students and faculty. It serves as a laboratory for the practice of food service and dietary management.

INFIRMARY

The infirmary is modern, well equipped, and in charge of a full-time resident physician and a trained nurse. This service is provided for students without extra charge.

The Mary Washington Hospital, located in the city of Fredericksburg and convenient to the college, is well equipped and in charge of a splendid staff of specialists.

Standing of Graduates

This is a standard four-year college; a member of the American Association of Teachers Colleges; Southern Association of Colleges and Secondary Schools; and the National Association of Commercial Teacher-Training Institutions. It confers professional degrees in Education, and the holders are eligible for the Collegiate Professional Certificate—the highest certificate issued by the Virginia State Board of Education.

In addition to its function as a teacher-training institution, it is now authorized and prepared to confer the standard Bachelor of Arts degree in liberal arts.

It is the purpose of the administration and the faculty to maintain a high standard of scholarship and professional training. Admission may be denied those who appear unfit by reason of scholarship, health, temperament or character. Graduation is conditioned upon maintenance of good scholarship and indication of teaching ability on the part of those preparing to teach. It is the aim of the college not only to serve the students, but to safeguard the interests of children they will later teach.

The splendid records made by the graduates of this institution in many of the leading universities of the country constitute ample testimony of the thorough training offered here.

Expenses

	Fall Quarter	*Winter Quarter*	*Spring Quarter*
Board, Room, Heat, Light, Laundry	$ 75.00	$ 75.00	$ 75.00
Matriculation and college fees	30.00	30.00	30.00
	$105.00	$105.00	$105.00

Each quarter is arranged to cover the same amount of time as far as practicable, therefore the board is divided into three equal amounts of $75.00 for each quarter.

No tuition fees are charged Virginians who have taught in Virginia for two years or promise to teach in the State for that length of time. Non-residents of Virginia and those not preparing to teach are charged a tuition fee of $10.00 a quarter in addition to the above expenses.

DAY STUDENTS

The total cost for day students who carry eight or more quarter hours is $30.00 a quarter.

For less than eight quarter hours the charge is $10.00 a quarter for not over three hours' credit and $4.00 for each additional hour.

ITEMIZED EXPENSES

Board.—The charge of $75.00 a quarter or $225.00 for a session of nine months covers all living expenses, i. e., furnished room, board, heat, light, laundry, medical fees, entertainment, etc.

Board is payable in advance at the beginning of each quarter. For the convenience of patrons who find it impossible to pay board for a quarter in advance, however, special arrangements may be made with the Treasurer to pay by monthly installments in advance.

Fees.—Matriculation and college fees of $30.00 a quarter or $90.00 for a session of nine months cover all fees with the exception of small laboratory fees as stated in connection with certain courses in the catalogue. All fees are payable quarterly in advance. No fees are refunded under any circumstances.

Books and Supplies.—Books and supplies are furnished at wholesale price plus a small overhead charge for handling.

Accessories.—Each student is expected to furnish soap, napkins, and towels. Bed linen and all necessary equipment are furnished by the college.

Diplomas, Degrees, and Certificates.—Diplomas and degrees are furnished graduates at actual cost—$1.25 for the professional diploma and $3.50 for the Bachelor of Science degree and leather case. No charge is made for a certificate.

No diploma, degree, or certificate is granted until all money due the college is paid or secured.

Checks.—Checks for board and fees should be made payable to Treasurer, State Teachers College.

Refund of Fees

No fees, except for board, are refunded under any circumstances. In case of unavoidable absence for a period of two weeks or longer, the amount paid for board will be refunded after deducting the cost of board for the time spent in residence at the college.

Voluntary Withdrawal

A student desiring to withdraw from college should do so with the consent of her parent or guardian and the approval of the President. Frequently when the President is cognizant of the full situation and reasons for wishing to withdraw before actual withdrawal, he is in position to make suggestions and recommendations which enable a student to remain in college.

A student on "campus" who withdraws during this period, except for imperative reasons, will be recorded as suspended for the remainder of the current session.

Admission Requirements

The following classes of students are eligible for admission to the college:

1. *Graduates of accredited public or private high schools.

*Note.—For specific admission requirements for the A.B. degree see page 51; for specific admission requirements for the B.S. degree see page 53.

2. Holders of teachers certificates of all grades issued by the Virginia State Board of Education.
3. Those who pass the college entrance examination. This examination may be taken after reaching college, or may be given by the Virginia State Board of Education or the College Entrance Examination Board.
4. Students transferring from other standard colleges.
5. Experienced teachers and students twenty years of age or older who cannot meet the usual entrance requirements of the college may enter as special students under certain conditions. Full particulars will be furnished on request.

Directions for Admission

An application blank is provided in the back of this catalogue. In order to register, fill in and return this blank and a room will be reserved. The return of this simple form, properly filled in, meets all requirements. Registration is completed at the college on registration day.

Students are not permitted to attend classes or to teach in the Training School until they have completed registration and paid the required advance fees (see page 27), or made arrangements satisfactory to the college. An extra fee is charged for late registration except in case of an emergency.

Transfer of Credits

Credits are accepted from other standard colleges wherever they conform to the requirements set up in any given course in this institution. Liberal substitutes are allowed under the head of general electives. At least one year of residence (three quarters) is required for a diploma or degree.

Students who are graduates of the four-year curricula here with the Bachelor of Arts or Bachelor of Science degree are admitted to other colleges as candidates for the Master of Arts or Master of Science degree.

Day Students

The proximity of the college to the city of Fredericksburg makes it feasible for students living in or near the city to attend as day students.

The college does not assume any responsibility for boarding arrangements or social direction of students who do not live in the dormitories. Day students, of course, will be subject to the same academic regulations as boarding students. Comfortable quarters are provided for the use and convenience of these students.

Room Assignment

As far as possible, students are permitted to select their roommates. A reasonable period is allowed at the beginning of each quarter during which adjustments, such as change of room or roommate, may be made. This privilege is granted because the college feels that students can work most satisfactorily and be most contented where they have this opportunity. The right is reserved, however, to make adjustments whenever it is deemed advisable or necessary.

Student Advisory System

Experience has demonstrated that college students, especially beginners, need to be advised. Freshmen are assigned to faculty advisers with whom they consult with reference to the details of the curriculum they wish to pursue, sequence of studies, etc. The adviser plans with them the daily program for the following session. This plan insures a clear understanding of the work on the part of the student just entering college and prevents loss of time for adjustments after classes have begun. All freshmen are required to consult a faculty adviser.

Opportunity to consult an adviser is also provided for upper classmen who are strongly urged to avail themselves of this service. With these students it is optional, however.

Scholarships, Aid Positions, and Loans

This college deems it a privilege to assist worthy young people in obtaining a coveted education. It stands ready to say to a limited number of earnest students who are eligible for admission, and are not in a position to meet their entire expenses, that it can show them a way to obtain a full college education. Through its friends and through successive legislative appropriations, loan funds to the extent of several thousand dollars each year have

been accumulated and are available. Non-Virginians are not eligible for loans from the State Loan Fund but are eligible for loans from funds derived from private sources.

State Scholarships.—The State offers free tuition to all Virginians who have taught, or expect to teach, in the public schools of Virginia for two years.

The Chandler Scholarship.—The late President of the College, Algernon B. Chandler, in his will made a bequest of $1,000 to the college to be invested by the Treasurer, the proceeds to be used annually toward the education of some junior or senior student. This student is selected by the President of the college taking into consideration the following points: scholarship, personality, attitude, and inability to continue college without help.

Y. W. C. A. Scholarship.—The Young Women's Christian Association of the college has established a special scholarship valued at $100.00 to be used by a worthy senior or sophomore completing a two-year course. This loan bears two per cent interest and is payable within one year after graduation, when it will again be loaned to another, thus perpetuating the scholarship. This loan is awarded by the President of the college and the administrative officers of the Y. W. C. A.

Alpha Phi Sigma Loan Fund.—The Gamma Chapter of this honorary scholarship fraternity has established a loan fund of $100.00. Preference is given to members of the fraternity, though not limited to them. As the Chapter is able, additional units of $100.00 will be made available. This loan is awarded by the President of the college and the administrative officers of the fraternity.

The Virginia Division United Daughters of the Confederacy Scholarship.—The Virginia Division United Daughters of the Confederacy has established the Nannie Seddon Barney loan fund, which is worth $150.00 annually to the holder. This loan fund is available to graduates of accredited Virginia high schools. Such graduates to be eligible must be lineal descendants of Confederate soldiers. Application should be made to Mrs. R. Sidney Cox, Chairman, Committee on Education, Virginia Division U. D. C., Smithfield, Virginia.

Kate Waller Barrett Fund.—The Daughters of the American Revolution have established scholarships totaling $1,000 at this college, of which $300.00 is available to junior or senior students. This fund is known as the Kate Waller Barrett Fund, with the Washington-Lewis Chapter of Fredericksburg part contributors. Application should be made to Mrs. James S. Jones, Chairman, Chatham, Va.

State Loan Fund.—A student loan fund is made available through appropriations by the State Legislature. Loans may be secured on proper recommendation. Those desiring to borrow from this fund should make application to the President.

Student Employment.—In an effort to aid as many students as possible who are unable to finance their entire education, employment scholarships have been established, which amount to about one-third of a student's expenses for the session. These aid positions consist of light work in the dining rooms, supply room, post office, library, laboratories, mimeograph department, laundry, swimming pool, tea room, and offices.

In this way, students are able to defray a part of their expenses. Since these scholarships are limited, it is impossible to supply the demand for assistance of this character. However, the President gives careful consideration to every request and aids each student to the fullest extent possible. The college is also in a position to provide or find some employment on the hour or day basis.

FERA Funds.—During sessions 1933-34 and 1935-36 this college participated in the Federal Emergency Relief Fund for a program of part-time employment for college students. Through this fund, approximately one hundred and fifty students were helped to the extent of approximately $135.00 each. These students were selected on the basis of need, character, and ability to do college work. If this program of the Federal Government is continued it will enable the college to help a large number of students again next year.

Service Loving Cup.—Through the interest and generosity of the Fredericksburg Kiwanis Club, a silver loving cup is awarded each year to the student who, in the judgment of the faculty, has contributed most to the promotion of the interests of the college during her stay here.

Commencement

Formal commencement exercises occur during the last week of the spring and summer quarters. They include commencement address, baccaclaureate sermon, class-day exercises, senior class play, alumnae meeting and banquet, exhibits, delivery of diplomas and degrees, etc. Students in residence during the spring quarter are not permitted to leave college until all commencement exercises are over, with the exception of those who have registered for the summer quarter.

Miscellaneous Notes

Students' baggage should be marked plainly with name and address—State Teachers College, Fredericksburg, Virginia.

Those who arrive by rail or bus can secure taxi service from the railway station to the college for a charge of 25 cents.

Report immediately upon arrival at the college to the Dean of Women, Room 207, Virginia Hall, for room assignment. The Dean of Women will also arrange for the delivery of trunks when trunk checks and drayage fees are turned over to her. Trunks that are sent by express should come prepaid.

Full instructions in regard to registration, assignment of classes, etc., are posted in the halls. A printed schedule of classes is furnished at the time of matriculation.

ADMINISTRATION

Organization

This college is organized on the quarter basis and is open the year round. The school year is divided into four quarters—fall, winter, spring, and summer. Any three quarters constitute a year's work, whether taken consecutively or not. Teachers and others who find it impossible to attend college except during the summer may complete a year's work in three summer quarters.

Quarter Unity.—Students may enter at the beginning of any quarter. Each quarter's work in the several courses is a coherent and complete section of work within itself. The courses of study

have been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, the work of each quarter is so separate and distinct from that of any other quarter that the preceding quarter's work is not necessarily a prerequisite in order to pursue intelligently the courses of the quarter chosen.

Summer Quarter

The summer quarter is an integral part of the school year and carries the same credit as any other quarter. It is divided into two terms of equal length thus enabling students to attend either one term or the full quarter. Classes meet six days a week for a term of five weeks, thus giving full six weeks' credit in five weeks of attendance, or twelve weeks' credit for the entire session of ten weeks.

Courses leading to the two-year diploma or A. B. and B. S. degrees, as well as courses necessary for the renewal or extension of teachers' certificates, are offered on both the quarter and term basis.

The completion of any three quarters of work, whether consecutive or not, constitutes a full session's work.

The summer quarter is open to men on equal terms with women and one of the college dormitories is reserved for the use of men students during the summer.

A special Summer Quarter Bulletin is published, ready by March first of each year.

Student Load

Fifteen or sixteen hours a quarter or forty-five to forty-eight quarter hours for the session of nine months is considered a normal load.

A student not in her first year of college may take as much as eighteen hours a quarter, provided she has passed in the preceding session courses aggregating forty-five quarter hours with an average grade of "C" or better.

Grade

A student's class standing determines the final grade in any course. Class standing is based on the regularity of her attend-

ance upon the lectures, laboratory, or similar exercises in connection with any given course, combined with the quality of her work as indicated by recitation grades, written tests, laboratory work, etc.

Reports, Deficiencies and Failures

A careful record is kept in the office of the Registrar of the entrance credits and work at this college of all students.

Regular reports of student's work are mailed to parents at the end of each quarter. In addition, parents and students are notified of unsatisfactory or deficient work about the middle of each quarter. In this way, students are given every opportunity and encouragement to make up any deficiencies or probable failures before the end of the quarter. Parents are requested to cooperate by discouraging week-end visits away from the college until such deficiencies are made up.

This system has been in operation for the past three or four years and has reduced the percentage of failures to a minimum. The college does not deem it fair to keep those who are doing unsatisfactory work in ignorance of their scholastic standing until the end of the quarter and then place them on probation, without first giving them an opportunity to make up the work. It has been demonstrated that a large percentage of failures is due to factors which can be controlled, and that the majority are not due to lack of innate ability but rather to contributing causes.

Probation and Suspension

1. A first-year student who does not pass on at least six hours of work any given quarter will be placed on probation during the next succeeding quarter.

2. A student in the second, third, or fourth year who does not pass on at least nine hours of work for any given quarter will be placed on probation the next succeeding quarter.

3. No student may remain on probation for more than three quarters in her entire college course. If it is necessary to place her on probation for the fourth time, she will be suspended.

When it is found necessary to place a student on probation due to deficiencies in her work, an effort will be made to determine the cause of such deficiencies and to help her in every possible way. If due to absence on account of illness, for which

she has presented a physician's certificate, or to other unavoidable reasons, these facts will be given due consideration in reaching a decision.

4. No student on probation may be a member of any student organization which represents the college, such as a student publication, the Glee Club, etc.

5. Suspension applies to the remainder of the current session or, if it occurs at the end of the third quarter, to the whole of the subsequent session.

6. Probation or suspension may be absolved by the satisfactory completion of eight quarter hours of work in one term during the summer quarter.

Grading System

Scholarship standing is indicated by the letters A, B, C, D, E, F.

A is given for work of unusual excellence and exceptionally high order.

B is given for work distinctly above the average.

C denotes work of average or medium quality.

D is the lowest passing mark and while it will be accepted for graduation, represents work of inferior quality.

E denotes that the work is conditioned. Conditions not made up by the end of the session automatically become "F."

F (below 70) denotes failure and requires that the subject be taken again in class and passed before credit can be allowed.

Scholarship Quality Point System

The following Scholarship Quality Point System is effective in this college. This does not apply to work completed here before this system became effective or to work done in other colleges for which students have received credit.

For each quarter hour of credit with a grade of "A" three quality points are allowed.

For each quarter hour of credit with a grade of "B" two quality points are allowed.

For each quarter hour of credit with a grade of "C" one quality point is allowed.

For each quarter hour of credit with a grade of "D" or below, no quality point is allowed.

In each case the number of quarter hours credit in each course is multiplied by the number of quality points assigned to the grade made in that course. For example, an "A" in a course for which three quarter hours' credit are allowed entitles the student to nine quality points. In this same course a grade of "B" would entitle the student to six quality points; "C" to three quality points; and no quality points would be allowed for a "D." This means that a student falling below "C" on a course at any time would have to make at least a "B" on some other course carrying the same amount of credit in order to secure the necessary quality points.

The above does not mean that a student is entitled to graduation when the number of quality points necessary for the diploma or A. B. or B. S. degree have been received, since, if grades of "A" and "B" are made on a large precentage of the work, the quality points may far exceed the scholarship credits. It simply means that in order to graduate the number of quality points must at least be equal to the scholarship credits required.

Before being permitted to graduate in any curriculum the student must have earned as many quality points as there are quarter hours credit required in this curriculum. This means in general that the work of the student must at least be equal to an average grade of "C," although the administration will decide whether or not the work of a candidate is of sufficiently high quality.

Students entering from other colleges are required to make as many quality points here as additional hours of credit required at this institution in order to complete the curriculum taken.

This system enables students to check their standing from time to time, and thus ascertain whether or not they are meeting the qualitative standard as well as the passing standard. In other words, this system is both objective and simple.

Training Schools

Training in Actual Teaching

Teachers must be trained in skill, capability, and efficiency, as well as instructed in the knowledge necessary to be acquired.

This service is performed in a laboratory called the Training School where there is developed the proper attitude, spirit, and power.

This laboratory consists of the Campus Elementary School, and the Campus High School. Here actual teaching, managing, and testing are accomplished. Every student expecting to teach who receives a diploma or degree must have a specified amount of this practical experience and training as a part of the required work. Statements regarding the student's probable success are based upon scholarship, classroom work, personality, and character, and upon the skill and adaptability shown in the work of being trained through actual teaching under supervision and criticism.

While the Campus Training Schools are established primarily for teacher training purposes, the principle is maintained that the welfare of the children is paramount, since that which constitutes the best education for the child is likewise the best laboratory for the student teacher.

Rural School Observation.—In addition to the training school facilities indicated above, the college makes provision for students to observe in several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school, from the one and two-room school up through the consolidated rural school, to the more complex graded city system.

Prerequisites for Student Teaching

Students are not admitted to the training schools until they have obtained an average grade of at least "C" in the college classroom courses. Aptitude, temperament, and personality receive consideration, in addition to scholarship. The administration will decide in exceptional cases whether or not a student is to be admitted to the training schools.

No credit is allowed for student teaching on which the grade is below "C."

No one who has an unremoved condition or failure on more than four quarter hours of work will be permitted to do student teaching.

Students who do not meet the above requirements may bring their work up to the standard by repeating courses on which the grade is "D" or below.

Change of Schedule or Courses

All schedules of work must be approved by the Registrar. After a schedule has been approved, the student is not permitted to drop any class or enter a new course without special permission. A fee of fifty cents is charged for every change in schedule after one week from the beginning of the quarter.

No credit is allowed for any course taken for which the student has not registered and which is not listed on the approved schedule card filed in the office.

Residence Requirements

It is contemplated that a student will spend four years in residence in college to secure the A. B. or B. S. degree. Residence in other standard colleges is accepted as equivalent time spent in this institution.

At least one year of residence (three quarters) here is required for a degree or diploma. The candidate must be registered as a student in the college at the time the work for a degree is completed.

A minimum of 189 quarter hours of credit is required for the Bachelor of Arts or Bachelor of Science degree, and 93 quarter hours of credit for the two-year diploma for elementary teachers.

Students are permitted to carry as much as 18 hours a quarter under certain conditions and thus shorten the time required for graduation by approximately one quarter.

Classification of Students

Freshmen. Students with less than 42 quarter hours of credit.

Sophomores. Students with from 43 to 87 quarter hours of credit.

Juniors. Students with from 88 to 134 quarter hours of credit.

Seniors. Students with as much as 135 quarter hours of credit.

Placement Bureau

The Bureau is a clearing house for graduates and well qualified students who are seeking positions. Superintendents, members of school boards, and others who are in need of teachers or specialists in the various fields are invited to visit the college, make use of the Placement Bureau, and to meet applicants. Where this is not possible, confidential reports giving a full and accurate estimate of each applicant, as far as possible, will be furnished on request.

This Bureau is under the direction of the office of the President.

Extension Work

In order that the college may be as useful as possible in its service to the public, extension courses are offered. This makes it possible for those who cannot attend college to remain at home and yet receive the benefits of college instruction.

Extension classes are organized in any subject for which there is sufficient demand. These classes meet at some convenient place and at an hour that is agreeable to both instructor and students. In organization and procedure the work corresponds to regular recitations in the college.

The location of the college makes it feasible to give extension courses in Fredericksburg, Culpeper, Orange, Gordonsville, Alexandria, Bowling Green, Ashland, Arlington County, Warsaw, Fairfax, Manassas, Tappahannock, Warrenton, and many other points in the immediate section served by this institution.

Detailed information will be furnished upon request.

Part-Time Students

In scheduling courses the college has in mind part-time students, consisting of teachers in service and those otherwise employed. It will be observed, therefore, that a great many courses are scheduled for the late afternoon, evening, and on Saturday. This makes it possible for those within a reasonable driving distance of the college to pursue work toward a degree or for the purpose of renewing or extending certificates. In some colleges where part-time courses are scheduled students are known to drive as far as fifty miles in order to take advantage of the opportunities provided. The State Teachers College at Fredericks-

burg wishes to be of the greatest service possible and welcomes inquiries from those who may be interested in such courses.

Lectures

Members of the college faculty are available for lectures of a professional or popular character on subjects that may be desired by teachers or by commercial and social clubs, and other organizations, as well as for commencement addresses. Dates and other arrangements will be a matter of determination at the time.

Terminology

Quarter Hours.—All credit toward graduation is calculated in "quarter hours." The term "quarter hour" means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the college courses call for three recitations a week. These are called three-hour courses. A student usually selects fifteen or sixteen hours a quarter (the equivalent of five courses each meeting three times a week) as her regular work.

Constant.—This is a course required of all students.

Elective.—A course not required for a particular curriculum.

Major.—This expression is used to show the more prominent line of work pursued on a degree curriculum. Usually the major consists of not less than 36 quarter hours of credit.

Minor.—This term is used to indicate the line of work pursued that is second in prominence. Usually a minor consists of not less than 27 quarter hours of credit.

Course.—This means a subject or portion of a subject as outlined in this bulletin for a quarter's work in one line.

Curriculum.—This means the full quantity and quality of work that is accepted as evidence of qualifications for a diploma or a degree.

Quality Points.—These are awarded on each quarter hour of credit according to the grade of scholarship attained. As many quality points as quarter hours of credit required at this institution for graduation from any curriculum are necessary.

Unit.—This term applies to secondary work and represents a minimum of five 40-minute periods of class work a week for at least 36 weeks.

Student Organizations and Activities

General Welfare

Every effort is made to create a home-like atmosphere in the college. In living at close range, work and play must be happily proportioned. Friendliness and helpfulness characterize the spirit of the student body, while a regard for the rights of others and a consideration for the property of others is advocated consistently, thereby making of the college a pleasant and profitable home in which to live.

All possible freedom of movement is allowed students, consistent with the academic and social standards of the college. Irregularities which bring criticism or reproach upon the student or the college are not permitted.

Students are expected to adhere to a high standard of conduct and not need to be reminded constantly of detailed rules and regulations. Few formal or printed rules are, therefore, imposed upon them. The college authorities and members of the faculty rely upon students' sense of honor and strive always to appeal to their better selves. Those whose conduct is habitually inconsistent with this ideal are, *ipso facto,* outside of the organization and are quietly asked to withdraw.

Health

The health of students is given first consideration. They receive the very best medical attention through the college infirmary, which is in charge of a full-time resident physician and a trained nurse. Each student upon entrance to the college is examined by the physician, assisted by the physical and health education staff.

The college bears all expenses of medical attention and nursing, except in cases of special private nursing, of operations, and epidemics. Students desiring the services of physicians or specialists in town should arrange for consultation through the college physician. Parents and guardians may write directly to the col-

lege physician concerning any matter pertaining to the health of their daughters or wards. A daily report is made to the President and Dean of Women by the physician and nurse. In cases of severe illness the President will inform parents promptly.

The Mary Washington Hospital, which is strictly modern, is located convenient to the school. Here students may secure the services of recognized surgeons in cases of emergencies.

HEALTH REGULATIONS

It is necessary to secure an excuse from the college physician for any absence from classes on account of illness.

A student ill enough to be in bed is not allowed to remain in a dormitory but must be in the infirmary where she can have medical attention and the care of the nurse.

A student who is slightly indisposed should report to the physician or nurse in order that she may receive proper care and to protect other students from possible danger.

PHYSICAL EDUCATION AND HEALTH

Every student is required to participate in some form of physical education which is in keeping with the condition and particular physical needs of the individual. This training varies with individual needs and may include corrective measures and modified exercise. Furthermore, special diet and guidance are provided, if necessary, for those suffering from physical defects or handicaps.

The work of the Department of Physical and Health Education is coordinated and integrated with other departments of the college, and especially with the work of the college physician, the infirmary, the Department of Dietetics, and the work in psychology and mental hygiene. No student is permitted to engage in any form of activity or exercise until it has been ascertained whether or not it is fitted to her physical condition and emotional reactions.

Intra-mural athletics are participated in. These include hockey, basketball, indoor baseball, tennis, track, swimming events, etc.

GOVERNMENT

Students are permitted as much freedom in their movements on the campus and in their relations with the town as is consistent with the best interest of the student body as a whole. The college realizes that discipline and government for student groups find their ideal in self-government, and to that end works ceaselessly and sympathetically with the Student Government Association. This association is composed of the entire student body which in turn, by democratic elections, vests the governing powers in the Student Council, composed of President, Vice-President, Secretary, Treasurer, and representatives from every class. This Student Council is under the advice and counsel of the Joint Council. The latter is composed of the four offices of the Student Council and three members of the faculty. All decisions of the Joint Council involving serious discipline are referred to the President of the College for his approval or veto.

WEEK-END VISITS AND HOLIDAYS

Students are permitted to make week-end visits at such times as will not conflict with class schedules or college obligations. This privilege, including Sunday as a part of the week-end, is withdrawn from those who are failing or deficient in their work. Special written permission from the student's parent or guardian must be obtained in advance for each visit away from the college other than to her home.

The above ruling may be changed during the session if found desirable. Students are discouraged from spending frequent week-ends away from the college as this practice tends to interfere with their work.

See the Calendar for scheduled holidays.

Anyone failing to return on time after a holiday or week-end visit must furnish satisfactory reason for absence to the Dean of Women and the Registrar's office. All absences from classes immediately preceding or following week-end visits or holidays carry double absence penalty.

RELIGIOUS LIFE

This institution is non-denominational and, recognizing the religious freedom of the students, does not attempt to project into

their lives the views of any one church. It does feel a deep responsibility, however, for their religious welfare and endeavors to maintain high moral and Christian standards. Assembly and chapel exercises are held regularly during the session and ministers from the city are asked to take part in conducting these services from time to time.

In addition, programs are contributed by members of the faculty, prominent outside speakers, Student Government, Y. W. C. A., and other departments and organizations of the school.

The churches in Fredericksburg represent practically every denomination and all extend a cordial welcome to the students. While church attendance is not compulsory, all students are encouraged to affiliate themselves with some church during their residence here. The spirit of co-operation between the college and the various local churches is one of mutual helpfulness.

The Young Women's Christian Association holds daily vesper services and a weekly devotional meeting to which members of the faculty and the student body are invited. Standing as it does for the development of the body, mind, and spirit, the Association seeks to meet the various needs of the students, a large percentage of whom are members of this organization. Through various committees, freshmen are aided in adjusting themselves to a new environment, in making new friends, and in discovering worthwhile programs in which to participate.

SOCIAL LIFE

In order that students may receive a well-rounded education, it is necessary that there be offered opportunities for entertainment, recreation, and a general broadening of their intellectual life in addition to certain definite courses of instruction.

The social calendar for the year is varied and includes formal receptions, formal dinners, teas, programs by the departments such as music, dramatics, physical education, etc., lectures, moving pictures, May Day festivities, alumnae banquets, box suppers, informal inter-class parties, club parties, hikes, picnics, tennis, golf, swimming, and horseback riding.

In addition, the college provides a high type of entertainment which is enjoyed by all students without extra cost.

CLUB ROOMS

Club rooms are situated on the first floor of all dormitories and are easily accessible. In addition, there is a reception room in Seacobeck Hall, and the Tea Room also furnishes excellent facilities for social and recreational activities.

GLEE CLUB

The members of the Glee Club are selected by the music director. Public performances are a part of the course. Participation in choral festivals sponsored by the Virginia Federation of Music Clubs is an annual custom. Other trips are taken by the club during the year.

DRAMATIC CLUB

"The Scene Shifters" is an organization composed of students interested in performing and in producing plays. Students who have had or are taking a course in Play Production, or who have demonstrated their dramatic ability, are eligible for membership. The club sponsors at least three three-act plays a year. Because of the proximity to Richmond and Washington, opportunity is afforded this group to witness some of the best professional theatrical productions.

GERMAN CLUB

The German Club promotes a high social atmosphere among the girls, and has as its objective more than the purely recreational. It stands for better ballroom etiquette, the best form of dancing, and proper dress. Membership is open to any girl interested in this phase of college life. The club sponsors three mixed dances a year, usually one each quarter.

THE SADDLE CLUB

The purpose of the riding club is to give those who enjoy horseback riding an opportunity to ride under approved conditions and also to learn the technique necessary to be known by a good horsewoman.

Any student who passes a simple riding test is eligible for membership.

College Commercial Club

The objective of the College Commercial Club is two-fold: (1) To help provide social activities for the benefit of commercial students; and (2) to sponsor activities which will broaden the student's understanding of the business world. Trips to Washington and Richmond for the purpose of visiting representative business and industrial establishments; a style show by a leading department store; a formal dinner or dance; and addresses by prominent business and educational leaders are annual features of the club's activities. All students taking commercial courses are eligible to membership.

The Grace K. Tanner Home Economics Club

The Grace K. Tanner Club has been organized by students majoring or minoring in home economics for the purpose of studying the various vocations into which home economics leads and also to promote social life on the campus.

The club meets once a month for an hour to discuss business, and frequently on Sunday afternoons for delightful informal teas. Educational trips are planned and, with picnics and other good times, foster friendship and understanding between the faculty and students and among the students themselves.

The Matthew Fontaine Maury Science Club

The Matthew Fontaine Maury Science Club is sponsored by the Science Department. Membership is open to science majors and minors who have had at least one year of science. Its purpose is to foster a deeper appreciation of science as a cultural field, to broaden the scientific horizon, and to encourage a more profound interest in the subject.

Monthly meetings are held, at which topics of interest are discussed. Specialists in the various scientific fields are invited to speak to members of the club from time to time.

International Relations Club

The International Relations Club is organized under the auspices of the Carnegie Endowment for International Peace. Membership includes majors and minors in the social sciences, and

students who manifest real interest in world affairs and who meet certain scholarship requirements and prerequisite training.

The local club holds semi-monthly meetings; an International Institute each year on the local campus; gives programs of an international nature before the student body; secures outstanding speakers to address public meetings during the year; and undertakes certain projects of an international character.

LEADERS' CLUB

The Leaders' Club, characteristic of its name, is composed of the leaders of every organization and club on the "Hill." Its aim and function is far-reaching in that it tends to bring together the problems of each organization for suggestions from all other organizations as to the solution of such problems.

MODERN PORTIAS

The "Modern Portias" is a literary club sponsored by the Head of the English Department. Membership in this organization is open to English majors and minors of junior and senior rank. The purpose of the organization is to foster the study of English classical literature, to develop a keener appreciation for correctness in form and for true merit in the content of literature, and to contribute to the general cultural and social aspects of life at the college. The club meets for one hour twice a month. These meetings have a social as well as a literary value. A formal dinner is given by the sponsor once a year.

ALPHA PHI SIGMA NATIONAL SCHOLARSHIP FRATERNITY

The purpose of this organization is to encourage high scholastic attainment both in high school and in college. High school valedictorians and salutatorians are automatically initiated into the fraternity upon admission to the college. Any other student who has been in the college six months and whose scholarship ranks in the upper sixth is eligible.

ALPHA TAU PI NATIONAL PROFESSIONAL SOCIETY

The purpose of this society is to stimulate student interest in degree courses specializing in elementary education, by pro-

grams, discussion, and participation, to consider problems in the field and to develop leadership among prospective elementary teachers; to carry out into the field a fraternal spirit among elementary teachers; and to direct teacher interest in child welfare both in and out of school. The society is a senior college organization to which members are admitted from the junior and senior classes of the college.

PI OMEGA PI HONORARY FRATERNITY

Pi Omega Pi is a national honorary commercial fraternity. The purposes of Pi Omega Pi are to create, promote, and extend interest and scholarship in commerce; to aid in civic betterment in colleges; to encourage and foster high ethical standards in business and professional life; and to teach the ideal of service as the basis of all worthy enterprises. Active members are juniors and seniors in college who have a superior standing in commercial studies and an average standing in all other studies. Alumnae who meet the scholastic standard and other requirements are eligible for membership.

ATHLETIC ASSOCIATION

The Athletic Association has for its aim the promotion of athletic activities. There are class teams in all sports—hockey, soccer, baseball, basketball, swimming, tennis, and track.

All students are eligible for membership in this association.

THE DEBATING CLUB

The Debating Club, sponsored by the Departments of English and Social Science, is composed of students who are interested in learning the theory and application of parliamentary law, public speaking, and formal argumentation. The ultimate goal is to prepare students to participate in inter-collegiate debates.

DEPARTMENTAL ORGANIZATIONS

Several of the other departments of the college have organized societies of an educational and social nature for the furtherance of interest in the various fields of endeavor.

THE BULLET

The Bullet is the periodical of the college and is issued monthly. It is managed and edited by the student body with the advice of a faculty committee, and contains social and business news of the college, supplemented by personal contributions by members of the student body. A feature peculiarly their own is the department of Student Opinion, in which students express themselves on various subjects and phases of college life. Through the Bullet the alumnae may keep in touch with the college, and prospective students may get some idea of the college activities.

THE BATTLEFIELD

The Battlefield is the annual student publication. Designed to be of enduring interest to each student in the institution, it contains individual pictures of the seniors, juniors, and sophomores, class pictures, and pictures of individuals and of familiar scenes in school life. Records of important and interesting events and features which occur during the year are included. The publication of the annual is entrusted to a complete staff composed of students who are elected by the student body, assisted by a faculty committee which serves in an advisory capacity. This is one of the most important of the extra-curricular activities in the college.

ALUMNAE

The great majority of the graduates of the State Teachers College are engaged in the teaching profession. Many fill positions in the professional and business world. It is the desire of the institution to keep in touch with its graduates and help them advance in their chosen fields.

The Alumnae are invited to visit the college as its guests at any time, especially during commencement. Please notify the Alumnae Secretary, State Teachers College, Fredericksburg, Virginia, of any recent change in name and address.

PROGRAM OF STUDIES

Four-year curricula leading to the Bachelor of Arts and Bachelor of Science degrees are provided. Students who expect to teach must satisfy special requirements for certification.

Two-year curricula leading to the professional diploma, and satisfying minimum requirements for elementary teachers in Virginia, are also offered. Holders of the diploma are eligible for the Normal Professional Certificate.

A total of 189 quarter hours of credit are required for the A. B. or B. S. degree, and 93 quarter hours of credit for the two-year professional diploma. Candidates for graduation are required to show a specified number of quality points. See page 36.

General Admission Requirements

Graduation from a standard four-year high school or the equivalent is sufficient for general admission to the college. See page 28.

Requirements for the Bachelor of Arts Degree

Admission Requirements. Graduation from an accredited high school or the equivalent (see page 28), with three units in Latin and two units in French, is necessary for admission to courses leading to the A. B. degree. Those entering with less than the above requirements in high school Latin or French who desire to work toward the A. B. degree will be required to complete in college a one-year elementary course carrying nine quarter hours of credit. These credits will be applied toward the general requirements for the degree, but will not be credited toward a major.

It is recommended that students who have had no courses in foreign language in high school work toward the B. S. degree. See page 53.

General College Requirements

189 quarter hours of credit are required for the A. B. degree, 117 quarter hours of which must be as follows:

Constants.—English ..... 18 quarter hours
Foreign Language ..... 27 quarter hours
Latin or Greek..... 18
Modern Language 9
History ..... 18 quarter hours
Social Science ..... 9 quarter hours
Mathematics ..... 9 quarter hours
Science ..... 18 quarter hours
Philosophy or Psychology..... 9 quarter hours
Physical Education and Hygiene... 9 quarter hours

Major and Minor Requirements. In addition to satisfying the *constant* requirements enumerated above, the candidate for the A. B. degree must choose a major field of work in which she shall complete 36 quarter hours, and two minor fields in which the credits shall total 27 quarter hours each.

The constants will apply on the major and minor fields when applicable.

Majors and minors may be selected as follows:

Major	*Minors*
English	Latin, Modern Language, History, Social Science, Fine Arts, Music.
Foreign Language	Another Language, English, History, Social Science, Fine Arts, Music.
History	English, Modern Language, Latin, Social Science, Philosophy and Psychology.
Social Science	Science, English, History, Philosophy and Psychology, Fine Arts, Music.
Mathematics	Science, Philosophy and Psychology.
Science	Another Science, Mathematics, Philosophy and Psychology.

Electives. Each candidate for a degree must select, in addition to the constants, majors and minors, such additional subjects as are necessary to bring the total quarter hours of credit to 189.

Teaching Certificate

Candidates for the A. B. degree who wish to teach in Virginia should elect enough courses in Education to meet the require-

ments for the Collegiate Professional Certificate—the highest certificate issued by the Virginia State Board of Education.

Requirements for the Bachelor of Science Degree

Admission Requirements. Graduation from an accredited high school or the equivalent is sufficient for general admission. See page 28.

No Latin, French, or other foreign language is required for admission to courses leading to the B. S. degree.

TEACHING CERTIFICATE

Candidates for the B. S. degree who desire to teach should take a curricula making them eligible for the Collegiate Professional Certificate—the highest certificate issued by the Virginia State Board of Education. (See Curricula, pages 64 to 75, inc.)

Students specializing in certain fields who do not wish to teach may substitute other work for courses in Education and supervised teaching.

GENERAL COLLEGE REQUIREMENTS

189 quarter hours of credit are required for the B. S. degree, 84 quarter hours of which must be as follows:

Constants.—English	18 quarter hours
*Education and Supervised Teaching	30 quarter hours
History and Social Science	18 quarter hours
Physical and Natural Science	9 quarter hours
Physical Education and Hygiene	9 quarter hours

Major and Minor Requirements. In addition to satisfying the *constant* requirements enumerated above, the candidate for the B. S. degree must select a major field of work in which she shall complete 36 quarter hours, and two minor fields in which the credits shall total 27 quarter hours in each, with the exception of the special fields such as Commercial Education, Dietetics and Home Economics, Music, and Physical and Health Education. Definite

*Note.—Students specializing in certain fields who do not wish to teach may substitute other courses for Education and supervised teaching.

requirements for majors in these fields will be found under Course Offerings. (Commercial Education, page 80; Dietetics and Home Economics, page 85.) Music, page 110; Physical and Health Education, page 115.

Majors and minors may be selected as follows:

Majors	*Minors*
English	To be selected from any of the major fields (general or special), with the addition of Art. A minor must not be selected from the same field as the major.
History	
Social Science	
Foreign Language	
Mathematics	
Science	
Education	
Commercial Education	
Dietetics and Home Economics	
Music	
Physical and Health Education	

Electives. The candidate must select in addition to the constants, majors and minors, such additional subjects as are necessary to bring the total quarter hours to 189.

Requirements for the Two-Year Professional Diploma in Elementary Education

Admission Requirements. See page 28.

CURRICULA FOR ELEMENTARY TEACHERS

Students who wish to become teachers in the primary and grammar grades, and who are not in position to complete a four-year course before entering the teaching profession, are admitted to the two-year curricula. (See Curricula I and II, pages 60 to 63, inc.)

On completion of the prescribed work such students are awarded the professional diploma, which entitles them to the Normal Professional Certificate issued by the Virginia State Board of Education. These students may return at the beginning of any quarter and complete the third and fourth years' work leading to a degree and to the Collegiate Professional Certificate.

At least one year of residence (three quarters), and a minimum of 93 quarter hours of credit are required for the two-year diploma for elementary teachers. A specified number of quality points in addition to the quarter hours of credit necessary for the diploma are required. See page 36.

Opportunities Offered by Special and Vocational Curricula

COMMERCIAL EDUCATION

The demand for instructors and specialists in Commercial Education is becoming greater each year, and far exceeds the supply of well-trained teachers and workers available. This college is a member of the National Association of Teacher-Training Institutions, and has one of the strongest departments of Commercial Education in the South.

The purpose of this Department is two-fold:

1. To prepare teachers of commercial subjects.
2. To train individuals for desirable office positions or as business executives.

The curriculum for commercial teachers consists of four years of work leading to the Bachelor of Science degree and the Collegiate Professional Certificate—the highest certificate issued by the Virginia State Board of Education.

TRAINING FOR BUSINESS

Four-Year Course

Upon completion of the four-year course in commercial education graduates are qualified either to enter the teaching profession or business, as preference or circumstances may determine.

Anyone entering the commercial department who is not interested in becoming a teacher will be excused from practice teaching and permitted to substitute additional content work for professional courses in Education if desired.

Short Course

Students who desire to become secretaries, stenographers, filing clerks, and general office workers in the minimum length of

time, and at the least possible expense, may concentrate on the particular subjects desired and acquire these skills in from three to nine months depending upon ability, previous training, and application.

Two and three year curricula are offered also for students desiring to train for business positions who do not find it convenient to remain in college for four years, but desire more advanced training in commercial subjects and a broader educational background.

If, at a later date, such students desire to become teachers of commercial subjects or to secure a degree in commercial education, the work taken in the office preparation course may be applied directly without loss of credit. This cannot be done when courses are taken in a private business school not accredited by the State Board of Education.

There are other reasons in addition to the matter of credit why it is to the interest of future office workers to take their training in a standard accredited college. Among these are the advantage of living in a college atmosphere amidst cultural surroundings, with the privilege of enjoying college life and college activities, to say nothing of the difference in cost.

FINE ARTS

"Art contributes to the making of good citizens by improving public taste and by developing a sense of appropriateness, appreciation, understanding and enjoyment of beauty in one's surroundings."

Modern art education has a very practical as well as cultural value. Everyone must select articles for personal, home, and community use, and therefore everyone, regardless of profession or trade, needs to know the fundamental principles of design and color which govern the "art quality" in objects, that is, that quality in any object beyond mere utility.

The purposes of the art courses are to prepare teachers in the elementary grades to meet the art problems of their daily work; to set up ideals and standards of excellence and develop judgment and good taste through the making of decisions and choices; to develop basic skills and attitudes; and to provide a cultural background for any student who wishes a well-

rounded education and an introduction to a greater enjoyment of beauty of line, form or color wherever it may be found.

Art may be selected as a minor by candidates for the A. B. degree majoring in certain fields, and by all candidates for the B. S. degree, or may be pursued as a specialized field.

DIETETICS AND HOME ECONOMICS

While numbers of college students look forward at least toward a period of business or professional work outside of the home, the majority will be confronted also with some form of actual homemaking or housekeeping. Professional education closely allied to the home enables the student to prepare herself more thoroughly and harmoniously for her modern dual capacity of wage earner and homemaker than is possible in any other field of education.

The main emphasis in the Department of Dietetics and Home Economics is on foods and nutrition, because there is a growing need for dietitians with thorough scientific and technical preparation, for hospitals, colleges, and schools, and also for tea room managers and food advertisers. Teachers of general home economics also must be prepared to teach nutrition related to health, and to manage the school lunch and miscellaneous parties and functions calling for food preparation and service.

Laboratories for courses in foods and clothing are provided in Seacobeck Hall, in which all the college kitchens and dining rooms are located, as well as the tea room and refreshment counter, directly connected with the food laboratories. This integration of all food services and course work provides an ideal field for practice and observation under actual working conditions, while preparing the student professionally either for specialized work in dietetics or the combination of general home economics plus food service with which most home economics teachers are confronted. The courses further meet the requirements of the American Dietetic Association for entrance to approved graduate courses in hospital dietetics.

Richmond, Washington, and Baltimore offer exceptional opportunities to visit schools, hospitals, cafeterias, and lunch rooms. It is possible to secure reduction in transportation costs for group trips.

MUSIC

"Merely to play the piano is an accomplishment. A musical education is an accomplishment, a science, an art, and a profession, all in one. Give your daughter a musical education. Poor instruction costs time and money. You can replace the money, but the time is lost forever."

Music forms an integral part of the work of the college. Its immediate interests and specific work are under the supervision of the Department of Music. Both theoretical and practical music are included in the scope of this department, the former being devoted to class instruction in such subjects as public school music, appreciation, theory, harmony, etc., the latter being devoted to individual lessons in piano, voice, organ, and violin. The aim is to teach music not only as an accomplishment, but also as an aid in the development of the highest type of womanhood. The intimate connection of the department with the other departments of the college presents to the student opportunities of pursuing a well rounded liberal education. Such a combination is strongly recommended from an educational point of view. The ultimate aim is to train for life, and to use the art of music as a means of intellectual, aesthetic, and moral culture.

Student and faculty recitals and concerts by visiting artists offer advantages for music appreciation and study. The glee club affords opportunities for practical training and application for the principles of music.

In addition to the regular Artists Course of the college, students have exceptional opportunities to hear the best operas and concerts in Richmond and in Washington. Each of these cities is only fifty miles away, and for groups it is possible to secure a reduction in transportation costs, as well as in the price of admission.

PHYSICAL AND HEALTH EDUCATION

Physical Education is a comparatively new field and offers many opportunities. There is a steady demand for specialists in this field. This college offers a specialized curriculum designed to train teachers and supervisors of physical and health education, playground directors, and general health specialists.

These courses have the added advantages of being planned to give such exercise as will enable students to build up and conserve

their own health by intelligent attention to the laws of health and hygiene; to aid them by habits of exercising thus acquired to keep their bodies in the best physical condition possible; and to correct in so far as possible faults of posture and physical defects.

Pre-Professional or Foundation Courses

In addition to the various specialized curricula and professional and vocational offerings which may be completed here, provision is made in setting up the program of studies for students who may desire fundamental and generalized courses as foundation work for the various professions in which women are most interested, such as medicine, nursing, health work, social work, library science, various types of research work, etc.

CURRICULUM I

TWO-YEAR CURRICULUM FOR PRIMARY TEACHERS LEADING TO THE TWO-YEAR DIPLOMA AND THE NORMAL PROFESSIONAL CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION

FIRST YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Art 101 General Art	2	Art 115 Art Mediums	2	Ed. 165 Princ. of Teaching	5
Psy. 118 General Psychol.	3	Psy. 119 General Psychol.	3	Eng. 117 Comp.	3
Eng. 115 Comp.	3	Eng. 116 Exp. & Descrip. Writing	3	Music 103 P. S. Music	1
Mus. 101 P. S. Music	1	Mus. 102 P. S. Music	1	History 152 Amer. Hist.	3
SSc. 115 World Geography	3	History 151 Amer. Hist.	3	Phys. Ed.	1
Phys. Ed.	1	Phys. Ed.	1		
One of the following:					
Health Ed. 100 Hygiene	3	Health Ed. 100 Hygiene	3	Health Ed. 100 Hygiene	3
Eng. 110 Child Lit.	3	Eng. 110 Child Lit.	3	Eng. 110 Child Lit.	3
Math. 101 Gen. Math.	3	Math. 101 Gen. Math.	3	Math. 101 Gen. Math.	3
	16		16		16

CURRICULUM I—CONTINUED

SECOND YEAR

	Credit Fall Quarter			Credit Winter Quarter			Credit Spring Quarter		
	A	B	C	A	B	C	A	B	C
Ed. 200 Educ. Sociology	0	3	0	0	0	3	3	0	0
Ed. 210 Tests & Measurements	0	0	3	3	0	0	0	3	0
Ed. 240 Superv. Teach.—Primary	10	0	0	0	10	0	0	0	10
Ed. 250 Problems of Teach.—Primary	2	0	0	0	2	0	0	0	2
Eng. 216 Adv. Eng. Gram.	0	3	0	0	0	3	3	0	0
Eng. 230 Speech Cor. and Int. Read.	0	0	2	2	0	0	0	2	0
Mus. 210 Music Appreciation	0	1	0	0	0	1	1	0	0
Sc. 121-122-123 Biology	3	3	3	3	3	3	3	3	3
SSc. 113 Government	0	0	3	3	0	0	0	3	0
SSc. 216 Geog. of Eurasia	0	3	0	0	0	3	3	0	0
SSc. 215 Geog. of N. Amer. or									
SSc. 217 Geog. of Southern Lands	0	0	3	3	0	0	0	3	0
Phys. Education	0	2	1	1	0	2	2	1	0
	15	15	15	15	15	15	15	15	15

Electives: Art 210, Music 211 and 222, and other second year courses.

Note.—Students in the second year of Curriculum I are divided into three approximately equal sections, listed, A, B, C, above. Each student teaches one quarter and for the other two quarters is required to take the work listed under her respective section. For instance, students in Section A teach the fall quarter and take the courses listed under Section A for the winter and spring quarters. "O" after a subject indicates that the subject is not taken by that section for that quarter.

CURRICULUM II

TWO-YEAR CURRICULUM FOR TEACHERS OF THE UPPER ELEMENTARY GRADES LEADING TO THE TWO-YEAR DIPLOMA AND THE NORMAL PROFESSIONAL CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION.

FIRST YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Art 101 General Art	2	Art 115 Art Mediums	2		
Psy. 118 General Psychol.	3	Psy. 119 General Psychol.	3	Ed. 165 Princ. of Teaching	5
Eng. 115 Comp.	3	Eng. 116 Exp. & Descrip. Writing	3	Eng. 117 Comp.	3
Mus. 101 P. S. Music	1	Mus. 102 P. S. Music	1	Music 103 P. S. Mus.	1
SSc. 115 World Geography	3	History 151 Amer. Hist.	3	History 152 Amer. Hist.	3
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
One of the following:					
Health Ed. 100 Hygiene	3	Health Ed. 100 Hygiene	3	Health Ed. 100 Hygiene	3
Eng. 110 Child Lit.	3	Eng. 110 Child Lit.	3	Eng. 110 Child Lit.	3
Math. 101 Gen. Math.	3	Math. 101 Gen. Math.	3	Math. 101 Gen. Math.	3
	16		16		16

CURRICULUM II—CONTINUED

SECOND YEAR

	Credit Fall Quarter			Credit Winter Quarter			Credit Spring Quarter		
	A	B	C	A	B	C	A	B	C
Ed. 200 Educ. Sociology	0	3	0	0	0	3	3	0	0
Ed. 210 Tests & Measurements	0	0	3	3	0	0	0	3	0
Ed. 240 Superv. Teach.—Grammar Grades	10	0	0	0	10	0	0	0	10
Ed. 250 Problems of Teach.—Grammar Grades	2	0	0	0	2	0	0	0	2
Eng. 216 Adv. Eng. Gram.	0	3	0	0	0	3	3	0	0
Eng. 230 Speech Cor. and Int. Read.	0	0	2	2	0	0	0	2	0
Mus. 210 Music Appreciation	0	1	0	0	0	1	1	0	0
Sc. 121-2-3 Biology	3	3	3	3	3	3	3	3	3
SSc. 113 Government	0	0	3	3	0	0	0	3	0
SSc. 216 Geog. of Eurasia	0	3	0	0	0	3	3	0	0
SSc. 215 Geog. of N. Amer. or									
SSc. 217 Geog. of Southern Lands	0	0	3	3	0	0	0	3	0
Phys. Education	0	2	1	1	0	2	2	1	0
	15	15	15	15	15	15	15	15	15

Electives: Art 210, Music 211 and 222, and other second year courses.

Note.—Students in the second year of Curriculum II are divided into three approximately equal sections, listed, A, B, C, above. Each student teaches one quarter and for the other two quarters is required to take the work listed under her respective section. For instance, students in Section A teach the fall quarter and take the courses listed under Section A for the winter and spring quarters. "O" after a subject indicates that the subject is not taken by that section for that quarter.

CURRICULUM III

FOUR-YEAR CURRICULUM FOR ELEMENTARY TEACHERS, PRINCIPALS, AND SUPERVISORS LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE GRANTED BY THE VIRGINIA STATE BOARD OF EDUCATION.

First and second year work of this curriculum is the same as that for Curricula I and II. Education 240 and Education 250 may be postponed until the third year and some electives substituted in the second year by students who definitely plan to remain in college three or four years before teaching.

THIRD YEAR

FALL QUARTER	Credit		WINTER QUARTER	Credit		SPRING QUARTER	Credit
Psy. 318 Child Psy.	3	or	Psy. 319 Adol. Psy.	3			
Eng. 261 English Lit.	3		Eng. 262 English Lit.	3		Eng. 263 Amer. Lit.	3
SSc. 261 Hist. of Civ.	3		SSc. 262 Hist. of Civ.	3		SSc. 263 Hist. of Civ.	3
Electives and minors			Electives and minors			Electives and minors	

Note.—If Education 240 and 250 were not taken in the second year these courses must be selected during one quarter of the third year.

FOURTH YEAR

						Ed. 411 Hist. of Ed.	3
Ed. 440 Teaching	6	or	Ed. 440 Teaching	6	or	Ed. 440 Teaching	6
Electives and minors			Electives and minors			Electives and minors	

CURRICULUM IV

FOUR-YEAR CURRICULUM FOR JUNIOR AND SENIOR HIGH SCHOOL TEACHERS, PRINCIPALS, AND SUPERVISORS, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION.

FIRST YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Eng. 115	3	Eng. 116	3	Eng. 117	3
Science	3	Science	3	Science	3
History 151 Amer. Hist.	3	History 152 Amer. Hist.	3	SSc. 113 Gov.	3
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
Major		Major		Major	
Electives		Electives		Electives	

SECOND YEAR

Psy. 218 Gen. Psychol.	3	Psy. 219 Gen. Psychol.	3	Ed. 233 Prs. Sec. Ed.	3
Eng. 261 Eng. Survey	3	Eng. 262 Eng. Survey	3	Eng. 263 Am. Survey	3
History 261 Hist. of Civil.	3	History 262 Hist. of Civil.	3	History 263 Hist. of Civil.	3
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
Major		Major		Major	
Minors		Minors		Minors	

CURRICULUM IV—Continued

THIRD YEAR

Fall Quarter	Credit	Winter Quarter	Credit	Spring Quarter	Credit
*Ed. 340 Teaching	6	*Ed. 340 Teaching	6	*Ed. 340 Teaching	6
		Psy. 319 Adol. Psychol.	3	Ed. 310 Tests & Meas.	3
Major		Major		Major	
Minors		Minors		Minors	
Elective		Elective		Elective	

FOURTH YEAR

				Ed. 411 Hist. of Ed.	3
*Ed. 440 Teaching	6	*Ed. 440 Teaching	6	*Ed. 440 Teaching	6
Major		Major		Major	
Minors		Minors		Minors	
Elective		Elective		Elective	

*These courses are taken for one quarter only.

Health Ed. 100, Hygiene, required of all students preparing to teach.

CURRICULUM V

*FOUR-YEAR CURRICULUM PRIMARILY FOR THE TRAINING OF TEACHERS AND SUPERVISORS IN COMMERCIAL EDUCATION, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION.

FIRST YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
C. Ed. 111 Shorthand	3	C. Ed. 112 Shorthand	3	C. Ed. 113 Shorthand	3
C. Ed. 121 Typewriting	2	C. Ed. 122 Typewriting	2	C. Ed. 123 Typewriting	2
Eng. 115	3	Eng. 116	3	Eng. 117	3
History 151 Amer. Hist.	3	History 152 Amer. Hist.	3	C. Ed. 105 Bookkeep.	3
Math. 101 Gen. Math.	3	Phys. Ed.	1	SSc. 113 Government	3
Phys. Ed.	1	Elective	3	Phys. Ed.	1

SECOND YEAR

C. Ed. 201 Accounting	3	C. Ed. 202 Accounting	3	C. Ed. 203 Accounting	3
C. Ed. 211 Shorthand	3	C. Ed. 212 Shorthand	3	C. Ed. 213 Shorthand	3
C. Ed. 221 Typewriting	2	C. Ed. 222 Typewriting	2	C. Ed. 223 Of. & Secy. Prac. & Man.	3
Psy. 218 Gen. Psychology	3	Psy. 219 Gen. Psychology	3	SSc. 256 Economic Geog.	3
Sc. 121 Biology	3	Sc. 122 Biology	3	Sc. 123 Biology	3
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1

CURRICULUM V—CONTINUED

THIRD YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
C. Ed. 301 Adv. Account	3	C. Ed. 302 Adv. Account	3	C. Ed. 303 Adv. Account	3
Eng. 261 Eng. Survey	3	Eng. 262 Eng. Survey	3	Eng. 263 Am. Survey	3
History 261 Hist. of Civil.	3	History 262 Hist. of Civil.	3	History 263 Hist. of Civil.	3
				Ed. 233 Princ. of Sec. Ed.	3

Add as schedule permits: Required courses in Education; minor subjects; electives.

FOURTH YEAR

C. Ed. 428 Marketing	3	C. Ed. 426 Bus. Law	3	C. Ed. 402 Money and Bank.	3
C. Ed. 401 Bus. Organ.	3	SSc. 402 Princ. of Economics	3	C. Ed. 427 Bus. Law	3
SSc. 401 Princ. of Economics	3			C. Ed. 413 Adv. Stenog.	2

Add as schedule permits any other required courses in Education; minor subjects; electives.

Com. Ed. 331, Business Experience, is not scheduled. See course description. Health Ed. 100, Hygiene, and Education 340 and 440, Supervised Teaching, are required of all students preparing to teach.

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*Changes and adjustments will be made in Curriculum V to meet the requirements of those not desiring to teach. The Registrar should be consulted in regard to desired changes, adjustments, or substitutions.

CURRICULUM VI

*FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS, SUPERVISORS, AND SPECIALISTS IN THE FIELD OF PHYSICAL AND HEALTH EDUCATION, LEADING TO THE BACHELOR OF SCIENCE DEGREE AND THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION.

FIRST YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Eng. 115	3	Eng. 116	3	Eng. 117	3
Phy. Ed. 121 Activities	3	Phy. Ed. 122 Activities	3	Phy. Ed. 123 Activities	3
Mus. 121 Singing	2	Mus. 122 Class Piano	2	Mus. 123 Class Piano	2
Sc. 121 Biology	3	Sc. 122 Biology	3	Sc. 123 Biology	3
History 151 Amer. Hist.	3	History 152 Amer. Hist.	3	SSc. 113 Gov.	3
Elective	1	Elective	1	Elective	1

SECOND YEAR

Psy. 218 Gen. Psychol.	3	Psy. 219 Gen. Psychol.	3	Ed. 233 Prs. Sec. Ed.	3
Eng. 261 Eng. Survey	3	Eng. 262 Eng. Survey	3	Eng. 263 Am. Survey	3
Phy. Ed. 221 Activities	2	Phy. Ed. 222 Activities	2	Phy. Ed. 223 Activities	2
Phy. Ed. 236 Leadership in Com. Re.	3	Health Ed. 100 Hygiene	3	Phy. Ed. 238 Anat. & Kinesiology	3
History 261 Hist. of Civil.	3	Phy. Ed. 237 Anat. & Kinesiology	3	History 263 Hist. of Civil.	3
Elective	2	History 262 Hist. of Civ.	3	Elective	2

CURRICULUM VI—CONTINUED

THIRD YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Phy. Ed. 312 Ind. Gym. & Massage	3	Phy. Ed. 311 Health Exam. & First Aid	3	Sc. 373 Physiology	3
Phy. Ed. 321 Activities	2	Phy. Ed. 322 Activities	2	Phy. Ed. 323 Activities	2
Phy. Ed. 325 Coaching Athl. Activities	2	Phy. Ed. 326 Coaching Athl. Activities	2	Phy. Ed. 327 Coaching Athl. Activities	2

Note.—Add as schedule permits courses in Education, minor subjects, and electives.

FOURTH YEAR

Phy. Ed. 421 Activities 3	Phy. Ed. 422 Activities 3	Phy. Ed. 423 Activities 3
Phy. Ed. 431 His. of Phy. Ed. 2		

Add as schedule permits courses in Education; minor subjects; electives.
Education 340 and 440, Supervised Teaching are required of all students preparing to teach.

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*Changes and adjustments will be made in Curriculum VI to meet requirements of those not desiring to teach. The Registrar should be consulted in regard to desired changes, adjustments, or substitutions.

CURRICULUM VII

*FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS AND SUPERVISORS OF PUBLIC SCHOOL MUSIC, INCLUDING PIANO. GRADUATES OF THIS CURRICULUM RECEIVE THE BACHELOR OF SCIENCE DEGREE AND ARE ELIGIBLE FOR THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE ISSUED BY THE VIRGINIA STATE BOARD OF EDUCATION.

FIRST YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Eng. 115	3	Eng. 116	3	Eng. 117	3
Sc. 121 Biology	3	Sc. 122 Biology	3	Sc. 123 Biology	3
History 151 Amer. Hist.	3	History 152 Amer. Hist.	3	SSc. 113 Gov.	3
Mus. 101 P. S. Music	1	Mus. 102 P. S. Music	1	Mus. 103 P. S. Music	1
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
Electives		Electives		Electives	

Piano and voice may be added as needed; violin and organ as desired.

CURRICULUM VII—CONTINUED

SECOND YEAR

FALL QUARTER	Credit
Psy. 218 Gen. Psychol.	3
Eng. 261 Eng. Survey	3
History 261 Hist. of Civil.	3
Music 201 P. S. Music	2
*Mus. 210 Music Ap.	1
Mus. 211 Ear Train.	3
Phys. Ed.	1

WINTER QUARTER	Credit
Psy. 219 Gen. Psychol.	3
Eng. 262 Eng. Survey	3
History 262 Hist. of Civil.	3
Mus. 202 P. S. Music	3
*Mus. 210 Music Ap.	1
Mus. 212 Ear Train.	2
Phys. Ed.	1

SPRING QUARTER	Credit
Ed. 233 Princ. Sec. Ed.	3
Eng. 263 Am. Survey	3
History 263 Hist. of Civil.	3
Mus. 203 P. S. Music	3
*Mus. 210 Music Ap.	1
Mus. 213 Ear Train.	2
Phys. Ed.	1

Piano and voice may be added as needed; violin and organ as desired.

*One quarter only.

CURRICULUM VII—Continued

THIRD YEAR

Fall Quarter	Credit		Winter Quarter	Credit		Spring Quarter	Credit
Ed. 340 Teaching	6	or	Ed. 340 Teaching	6	or	Ed. 340 Teaching	6
Psy. 318 Child Psychol.	3	or	Psy. 319 Adol. Psychol.	3			
Mus. 301 Harmony	3		Mus. 302 Harmony	3		Mus. 303 Harmony	3

Piano and voice may be added as needed; violin and organ as desired. Add other required courses in Education, minor subjects, and electives as schedule permits.

FOURTH YEAR

Fall Quarter	Credit		Winter Quarter	Credit		Spring Quarter	Credit
Ed. 440 Teaching	6	or	Ed. 440 Teaching	6	or	Ed. 440 Teaching	6
Mus. 401 Hist. & Ap.	3		Mus. 402 Hist. & Ap.	3		Mus. 403 Hist. & Ap.	3

Piano and voice may be added as needed; violin and organ as desired.

Add other required courses in Education, minor subjects, or electives, as schedule permits.

Health Education 100, Hygiene, and Education 340 and 440, Supervised Teaching, are required of all students preparing to teach.

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*Changes and adjustments will be made in Curriculum VII to meet the requirements of those not desiring to teach. The Registrar should be consulted in regard to desired changes, adjustments, or substitutions.

CURRICULUM VIII

***FOUR-YEAR CURRICULUM DESIGNED TO PREPARE TEACHERS OF DIETETICS AND HOME ECONOMICS IN THE UPPER ELEMENTARY GRADES AND HIGH SCHOOL. STUDENTS MAJORING IN THIS CURRICULUM ARE GRANTED THE BACHELOR OF SCIENCE DEGREE AND ARE ELIGIBLE FOR THE COLLEGIATE PROFESSIONAL CERTIFICATE—THE HIGHEST CERTIFICATE GRANTED BY THE VIRGINIA STATE BOARD OF EDUCATION.

THE CURRICULUM IS ALSO DESIGNED TO PREPARE DIETITIANS AND FOOD SPECIALISTS, AND MEETS THE REQUIREMENTS OF THE AMERICAN DIETETIC ASSOCIATION FOR ENTRANCE TO APPROVED GRADUATE COURSES IN HOSPITAL DIETETICS.

FIRST YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Art 101, General Art	2	Art 210 Appreciation	1	Health Ed. 100 Hygiene	3
Eng. 115	3	Eng. 116	3	Eng. 117	3
H. Ec. 101 Foods	3	H. Ec. 102 Foods	3	H. Ec. 103 Foods	3
H. Ec. 111 Clothing	3	H. Ec. 112 Clothing	3	H. Ec. 113 Clothing	3
Sc. 121 Biology	3	Sc. 122 Biology	3	Sc. 123 Biology	3
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
		Elective	1		

SECOND YEAR

Psy. 218 Gen. Psychology	3	Psy. 219 Gen. Psychology	3	Art 312 Home Decoration	3
Eng.	3	Eng.	3	Eng.	3
H. Ec. 241 Home Nursing	2	H. Ec. 242 Child Care	2	H. Ec. 223 Home Man.	3
Sc. 211 Chemistry	3	Sc. 212 Chemistry	3	Sc. 213 Chemistry	3
History 151 Amer. Hist.	3	History 152 Amer. Hist.	3	SSc. 113 Gov.	3
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1

CURRICULUM VIII—Continued

THIRD YEAR

Fall Quarter	Credit	Winter Quarter	Credit	Spring Quarter	Credit
SSc. 401 Princ. of Economics	3	SSc. 402 Princ. of Economics	3	Ed. 200 Sociology	3
Sc. 311 Adv. Chemistry	3	Sc. 312 Adv. Chemistry	3	Sc. 313 Adv. Chemistry	3
Psy. 318 Child Psychology	3	Sc. 342 Bacteriology	3	Sci. 373 Physiology	3
H. Ec. 351 Quantity Cookery	2	H. Ec. 352 Experimental Cookery	2	Ed. 335 Princ. of Teach.	3

Add other required courses in Education, minor subjects, and electives as schedule permits.

FOURTH YEAR

Sci.	3	or	Sci.	3	or	Sci.	3
H. Ec. 421 Nutrition	3		H. Ec. 422 Child Nutrition	3		**H. Ec. 453 Problems in Nutrition	3
**H. Ec. 461 Institutional Economics	3		*Art 323 Costume Design	2		*H. Ec. 413 Adv. Clothing	3
H. Ec. 450 Sup. Prac. in Institutional Man.	6	or	H. Ec. 450 Sup. Prac. in Institutional Man.	6	or	H. Ec. 450 Sup. Prac. in Institutional Man.	6

Add other required courses in Education, minor subjects, and electives as schedule permits.

Health Education 100, Hygiene, and Education 340 and 440, Supervised Teaching, are required of all students preparing to teach.

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*Students who decide at the beginning of the junior year to prepare only for the practice of dietetics may substitute electives for these courses.

**Students who decide at the beginning of the junior year to prepare only for teaching may substitute electives for these courses.

***Changes and adjustments will be made in Curriculum VIII to meet the requirements of those not desiring to teach. The Registrar should be consulted in regard to desired changes, adjustments, or substitutions.

CURRICULUM FOR BACHELOR OF ARTS DEGREE

FOUR-YEAR CURRICULUM LEADING TO THE BACHELOR OF ARTS DEGREE
CONSTANT REQUIREMENTS

FIRST YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Eng. 115	3	Eng. 116	3	Eng. 117	3
Math. 111 Trig.	3	Math. 112 Solid Geom.	3	Math. 113 Col. Algebra	3
History 151 Amer. Hist.	3	History 152 Amer. Hist.	3	History 153 Am. Hist.	3
*Latin 111	3	*Latin 112	3	*Latin 113	3
Sc. 121 Biology	3	Sc. 122 Biology	3	Sc. 123 Biology	3
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1

*If French is selected as a major it should be begun in the first year.

CURRICULUM FOR BACHELOR OF ARTS DEGREE—CONTINUED

SECOND YEAR

FALL QUARTER	Credit
Eng. 261 Eng. Survey	3
Latin 211	3
*History 261 Hist. of Civ.	3
Psy. 218 Gen. Psychology	3
**French 101	3
Phys. Ed.	1

WINTER QUARTER	Credit
Eng. 262 Eng. Survey	3
Latin 212	3
*History 262 Hist. of Civ.	3
Psy. 219 Gen. Psychology	3
**French 102	3
Phys. Ed.	1

SPRING QUARTER	Credit
Eng. 263 Amer. Survey	3
Latin 213	3
*History 263 Hist. of Civ.	3
Health Ed. 100 Hygiene	3
**French 103	3
Phys. Ed.	1

*Students majoring in Science or Mathematics may postpone History 261-262-263 until the third year in order to follow the required sequences in those fields.

**If French is not to be taken as a minor, it may be postponed until the junior year.

CURRICULUM FOR BACHELOR OF ARTS DEGREE—CONTINUED

THIRD YEAR

FALL QUARTER	Credit	WINTER QUARTER	Credit	SPRING QUARTER	Credit
Sc. 211 Chemistry or Sc. 401 Physics	3	Sc. 212 Chemistry or Sc. 402 Physics	3	Sc. 313 Chemistry or Sc. 403 Physics	3
Psy. 318 Child Psy.	3	Psy. 319 Adol. Psy.	3	*Elective	3
Major		Major		Major	
Minors		Minors		Minors	

FOURTH YEAR

	Credit		Credit		Credit
SSc. 411 Sociology	3	SSc. 412 Sociology	3	SSc. 415 Amer. and European Gov. or SSc. 416 Int. Relations	3
Major		Major		Major	
Minors		Minors		Minors	
*Electives		*Electives		*Electives	

*Candidates for the A.B. degree who expect to teach should elect the necessary courses in Education and Supervised Teaching for the Collegiate Professional Certificate.

DEPARTMENTS OF INSTRUCTION AND COURSE OFFERINGS

Course Numbers.—Courses numbered from 100 to 199, inclusive, are first year courses; 200 to 299 are second year courses; 300 to 399 are third year courses; and those with numbers 400 and above are designed for fourth year students.

Students are not permitted to enroll for courses that are more than one year above or below their classification.

Commerce

The Department of Commerce is designed to meet the needs of three classes of students: (1) Those who are desirous of becoming teachers or supervisors of commercial subjects; (2) those who wish to secure a degree in commercial education without the necessity of taking courses in Education and supervised teaching; and (3) those who wish to obtain sufficient business training to enable them to secure and hold desirable commercial positions but do not find it convenient to remain in college for the full four-year curriculum.

A candidate for the Bachelor of Science degree in Commercial Education who desires to teach should take sufficient courses in Education to entitle her to the Collegiate Professional Certificate.

Some of the advantages offered by the Commercial curricula are:

(1) Preparation to teach or supervise in the least crowded and most remunerative field; or
(2) Preparation for a choice position in industry and commerce; or
(3) A combination of both, and
(4) Broad cultural training.

Short Business Courses

The commercial curricula are so arranged that a student may complete a short business course in one year or less, which will train her to become a secretary, stenographer, or office worker. Here the emphasis is placed on skills very largely, such as type-

writing, shorthand, and bookkeeping. This arrangement permits those who are able to remain in college for only a short time to qualify for commercial positions within a minimum of time and at the least possible expense.

Two and three-year curricula are also offered for students desiring to train for business positions who do not find it convenient to remain in college for four years, but desire more advanced training in commercial subjects and a broader educational background.

All work taken in the one, two, or three-year curricula carries full college credit, and later may be applied toward the B. S. degree in Commercial Education if desired.

Requirements for a Major in Commercial Education

Completion of Curriculum V (pages 67-68), is necessary for those desiring to teach Commercial Education, and leads to the Bachelor of Science degree and the Collegiate Professional Certificate. Changes and adjustments in this curriculum will be made to meet the needs of those not desiring to teach.

Requirements for a Minor in Commercial Education

		Qr. Hrs.
(a)	Com. Ed. 111-112-113, Shorthand	9
	Com. Ed. 211-212-213, Shorthand	9
	Com. Ed. 121-122-123, Typewriting	6
	Com. Ed. 221-222, Typewriting	4
	or	
(b)	Com. Ed. 121-122-123, Typewriting	6
	Com. Ed. 105, Bookkeeping	3
	Com. Ed. 201-202-203, Accounting	9
	Com. Ed. 301-302-303, Accounting	9

Commercial Education 105. Bookkeeping. This course introduces the student to the study of bookkeeping and accounting by a consideration of the need for bookkeeping records. Methods of keeping personal and family accounts and records for small professional concerns are studied. Finally, commercial bookkeeping is introduced. Three periods a week for third quarter. Three credits.

Commercial Education 111. Shorthand. The Gregg system of shorthand is used. Unit 12 of the Gregg Manual is completed. The following standards are to be attained: (1) reading rate at one hun-

dred words a minute on practice material; (2) taking dictation two minutes at forty words a minute, with ninety-five per cent accuracy, from unfamiliar matter. Texts: Gregg Manual, Speed Studies, and Graded Readings. Five periods a week for first quarter. Three credits.

Commercial Education 112. Shorthand. Unit 28 of the Gregg Manual is completed. Standards to be attained are (1) reading rate to one hundred words a minute; (2) taking dictation five minutes at forty words a minute over unfamiliar material with ninety-five per cent accuracy. Five periods a week for second quarter. Three credits.

Commercial Education 113. Shorthand. During this quarter the Gregg Manual and Graded Readings are completed; also Chapter IX of the Speed Studies. The standards to be attained are: (1) completion of a theory test with a grade of ninety-five per cent; (2) taking dictation five minutes at sixty words a minute from unfamiliar material with ninety-five per cent accuracy. Five periods a week for third quarter. Three credits.

Commercial Education 121. Typewriting. The first quarter of the typewriting course is devoted to development of the proper technique and a thorough mastery of the keyboard. Students are taught the various parts of the typewriter and the care of the machine. Five periods a week for first quarter. Two credits. A fee of $2.00 is charged for depreciation.

Commercial Education 122. Typewriting. Tests and remedial drills form a part of the routine of the course. Such subjects as the form and content of a business letter, addressing envelopes, centering, tabulation, and elementary filing of carbon copies are emphasized. Five periods a week for second quarter. Two credits. A fee of $2.00 is charged for depreciation.

Commercial Education 123. Typewriting. During the third quarter, special stress is placed upon perfecting technique for speed and accuracy in typewriting. The student learns how to tabulate data, and becomes familiar with business and legal forms which may be required in an office. A speed of thirty-five words a minute will be considered a prerequisite for satisfactory completion of the course. Five periods a week for third quarter. Two credits. A fee of $2.00 is charged for depreciation.

Commercial Education 201. Accounting. This course gives the student a clear understanding of the functions and methods of accounting principles as they apply to a proprietorship merchandising business. The importance of understanding the nature and use of accounting records is stressed. Three periods a week for first quarter. Three credits.

Commercial Education 202. Accounting. This course consists of Accounting for a partnership. Among the subjects covered are the following: Partnerships, profits, subdividing the ledger, controlling accounts, sales, notes receivable, notes payable, temporary capital, closing the books. Three periods a week for second quarter. Three credits.

Commercial Education 203. Accounting. This course is a study of accounting for a manufacturing and selling corporation. The phases of the subject considered are: The nature, advantages, and disadvantages of the corporation; organization; capital accounts; assets; liabili-

ties; manufacturing accounts; accruals and deferred items; and statements. The voucher system is used. Three periods a week for third quarter. Three credits.

Commercial Education 211. Shorthand. This course trains the student to take dictation from unfamiliar matter at the rate of eighty words a minute for five minutes, transcribing with ninety-five per cent accuracy, with proper attention to arrangement, spelling, punctuation, etc. Review of word-signs constitutes an important phase of the work. Special attention is devoted to phrasing and to building up a shorthand vocabulary. The major part of the time is spent on the dictation of new material, which varies in form and subject matter. Daily transcripts are required. The student must maintain ninety-five per cent accuracy on the completion of theory test. Five periods a week for first quarter. Three credits.

Commercial Education 212. Shorthand. In this course the objectives of the first quarter are continued with emphasis upon the development of a speed of one hundred words a minute in taking dictation. Laws of learning and methods of teaching are studied in relation to shorthand. Standards to be attained: (1) taking dictation at one hundred words a minute; (2) reading rate of one hundred and twenty-five words a minute; (3) theory test, ninety-five per cent accuracy. Five periods a week for the second quarter. Three credits.

Commercial Education 213. Shorthand. The work of the two preceding quarters is continued. Standards to be attained: (1) reading rate of one hundred and twenty-five words a minute; (2) theory test, ninety-five per cent accuracy; (3) O. G. A. Test required for recommendation for teaching; (4) taking dictation for five minutes at one hundred words a minute. Seven periods a week for third quarter. Three credits.

Commercial Education 221. Typewriting. Development of speed and accuracy in typewriting is stressed. The student is trained in tabulation, legal work, business forms, etc. An essential part of the work consists of transcription of shorthand notes. Students are given practice in the use of duplicating machines, and the dictaphone. Standard speed tests are given weekly, a minimum speed of 45 words a minute being required. Five periods a week for first quarter. Two credits. A fee of $2.00 is charged to take care of materials and depreciation of equipment.

Commercial Education 222. Typewriting. This course is a continuation of the principles and aims of the first quarter's work. A minimum speed of 50 words a minute is required for satisfactory completion of the course. Five periods a week for second quarter. Two credits. A fee of $2.00 is charged to take care of materials and equipment.

Commercial Education 223. Office and Secretarial Practice and Management. The principles of organization as manifested in office problems form the basis of this course. The office as the administrative function of business is emphasized, and the secretary's duties as aid to the administrator are studied and practiced. Correct methods of filing are taught, and practice periods are devoted to actual operation of files, both visible and vertical; mimeographing; duplicating; the use of the bookkeeping machine for both bank and commercial ac-

counts; calculating machines; and the use of all standard makes of typewriters. Concurrently with this practical work, the primary routine or "flow of work" of typical businesses in which such skills may be utilized is studied. One lecture and two two-hour laboratory periods a week for third quarter. Three credits.

Commercial Education 301. Advanced Accounting. This course comprises a further study of corporation accounting and an advanced treatment of partnership accounting. Consideration is given to the preparation and use of financial and operating statements. Three periods a week for first quarter. Three credits.

Commercial Education 302. Advanced Accounting. Auditing and advanced problems involving the realization and liquidation of accounts, statement of affairs, depreciation, etc., comprise the course. Three periods a week for second quarter. Three credits.

Commercial Education 303. Advanced Accounting. Problems and advanced work embracing reserves, mergers, assets, etc., comprise the course. Three periods a week for third quarter. Three credits.

Commercial Education 331. Business Experience. The completion of eight weeks' successful business experience is required. The work done must be full-time and performed under approved conditions. It may be done during the summer, although there are no restrictions as to the time of the year. The head of the department must be consulted before entering upon employment. Eight weeks' full-time work in actual business after completion of sophomore year.

Commercial Education 401. Business Organization. This course is a brief survey of modern methods of efficient organization, including the study of organization charts, methods of financing an enterprise, selecting a site, purchasing, selling and advertising, problems of management, wages, hours, sanitation, welfare, etc. Frequent class discussions are based upon required readings in current literature and periodicals. Three periods a week for first quarter. Thee credits.

Commercial Education 402. Money and Banking. The approach to the subject is made through a study of money as a medium of exchange, after which consideration is given to banking and its processes. Emphasis is on the functioning of present-day commercial banking. Some of the topics treated are: Banking functions, nature of commercial banking, collections, reserves, the Federal Reserve System, note issues, loans and discounts, deposits, agricultural credit, and the bank statement. Three periods a week for third quarter. Three credits.

Commercial Education 413. Advanced Stenography. This course is designed to afford an opportunity for advanced work in shorthand and typewriting. The work includes rapid dictation and transcription and a review of difficult shorthand words and phrases, as well as a consideration of the changes and developments which are constantly occurring in shorthand forms. Two periods a week for third quarter. Two credits.

Commercial Education 426. Business Law. The objects of this and the following course in business law are: (1) to prepare students to teach business law in high schools and (2) to give prospective business workers an intelligent understanding of the more common legal aspects of all business transactions. Work in this quarter covers the

subjects of the nature and administration of law, property, contracts, agency, employer and employee, negotiable instruments, and suretyship. Three periods a week for second quarter. Three credits.

Commercial Education 427. Business Law. This is a continuation of the preceding course in business law. Attention is confined largely to the following frequent applications of law to business: insurance, bailments, carriers, sales, deeds of conveyance, liens, partnerships, corporations, and landlords and tenant. Three periods a week for third quarter. Three credits.

Commercial Education 428. Marketing. The object of this course is to develop an understanding of the place and importance of marketing in the business world. The various approaches to the subject, functional, institutional, and commodity, are considered. Three periods a week for the first quarter. Three credits.

Dietetics and Home Economics

The major purpose of the Department of Dietetics and Home Economics is to prepare women professionally for the dietetic and home economic fields.

Emphasis is placed on dietetics because practically applied nutrition is not only required of dietitians, but is needed increasingly by every home economics teacher as well. In addition to class work in foods and nutrition, the management of the school lunch and social functions involving food are frequently assigned to the home economics teacher. She must be prepared to take part in public health and school health projects involving applied nutrition as in health nutrition classes.

In addition to a major in dietetics and home economics, a minor in general home economics is offered to prepare young women for the management of their personal lives and future home problems. In no other department can a young woman equip herself more harmoniously and with less conflict to meet the demands both of wage earning and homemaking.

The introductory courses in foods and nutrition and in clothing are concerned with the personal problems of the student. Further courses in fundamentals of cookery processes, clothing and textiles, home management, art applied to the home, home nursing, and child care, lead logically into professional courses in education and nutrition, as well as in instituional management. Observation of working conditions in the college and actual teaching and lunch room management combine theory with practice. This course emphasizes needs of modern society as well as practical economic handicaps with which the student is likely to come in contact.

Because of the proximity of Fredericksburg to Richmond, Washington, and other cities, unusual opportunities for personal observation of institutional food practice, as well as visits to art museums, stores, and manufacturing plants, are offered. Occasional meals taken at better hotels and tea rooms help to create standards for preparation of food and service.

Requirements for a Major in Dietetics and Home Economics

The full course (see Curriculum VIII, page 74), counts as a major in dietetics and home economics and prepares the student for the field of dietetics and for teaching general home economics. The courses in science which are included count as a major in science, which means that the student is also prepared for the teaching of science in elementary and secondary schools. The courses meet the requirements of the American Dietetic Association for entrance to approved graduate courses in hospital dietetics and lead to the B. S. degree and the Collegiate Professional Certificate.

(a) Students who decide at the end of the sophomore year to prepare themselves only for the dietetic field may substitute electives for advanced art and clothing and for courses in Education and supervised teaching.

This course leads to the B. S. degree, and meets the requirements of the American Dietetic Association for entrance to approved graduate courses in hospital dietetics.

(b) Those who decide at the end of the sophomore year to prepare themselves only for teaching may substitute electives for the courses in theory and practice of institutional management.

This course leads to the B. S. degree and the Collegiate Professional Certificate.

Requirements for a Minor in Home Economics

The minor in home economics is designed for personal and not for professional use. Students who plan to use their home economics or foods courses professionally should major in the department. The following courses are required for a minor:

	Qr. Hrs.
Home Ec. 101, 102, 103, Foods	9
Home Ec. 111, 112, 113, Clothing	9
Home Ec. 223, Home Management	3
Home Ec. 241, Home Nursing	2
Home Ec. 242, Child Care	2
Home Ec., Elective	2

Science 121, 122, 123, Biology, and Art 101, General Art, are required of all students minoring in home economics.

Advanced chemistry, including biochemistry, is required of all students taking nutrition.

All students taking foods work are required to wear white uniforms. It is preferred that those who do not already have uniforms purchase them after reaching the college.

Home Economics 101-102-103. Foods and Cookery. The course covers the fundamental principles of food preparation, meal planning and service, as well as food buying. Good and efficient habits of work are emphasized in addition to attractiveness of serving. Food in relation to personal health is considered throughout the course. One single and two double periods a week for the session. Three credits each quarter. Fee, $3.00 each quarter.

Home Economics 111-112-113. Clothing. Elementary principles of clothing selection and construction, together with a thorough study of textiles, renovation, and repair, are included. Economy, serviceableness, and care of clothing, as well as attractiveness are emphasized throughout. Purchasing is considered from the point of view of personal and family budgets. One single and two double periods a week for the session. Three credits each quarter. Fee, $1.00 each quarter.

Home Economics 223. Home Management. The course deals with selection, planning, care of the home and equipment, modern appliances and conveniences, budgeting of time and money, household efficiency, and conservation of energy. Three periods a week for third quarter. Three credits.

Home Economics 241. Home Nursing. General principles of home nursing, care of patient and sick room, symptoms, and feeding are included. Part of the work is given in the college infirmary by the nurse in charge. Two periods a week for first quarter. Two credits.

Home Economics 242. Child Care. General principles and technique of child care are included. Child health is considered from the point of view of the family and of the community. Two periods a week for second quarter. Two credits.

Home Economics 351. Quantity Cookery. Foods are prepared in quantity for the College tea room. The course is designed primarily for students planning to become dietitians, but home economics stu-

dents planning to teach will find the course useful as preparation for problems concerned with school lunch counters and school social functions involving food preparation. Two double periods a week for first quarter. Two credits. Fee, $1.00.

Home Economics 352. Experimental Cookery. Methods of food preparation are critically analyzed and improved, if possible. Standard recipes are developed; scientific principles are applied. Two double periods a week for second quarter. Two credits. Fee, $3.00.

Home Economics 413. Clothing. The course is concerned with the application of the principles of costume design to clothing projects requiring originality in design and skill in construction. One single and two double periods a week for third quarter. Three credits. Fee, $1.00.

Home Economics 421. Nutrition. Established fundamentals of the science of nutrition are studied. Scientific bases for applied human nutrition are evaluated. Dietaries are calculated and prepared in the laboratory. Two single and one double periods a week for second quarter. Three cerdits. Fee, $1.00.

Home Economics 422. Child and Infant Nutrition. The feeding of children and infants on a sound scientific and practical basis is taken up in detail. Prerequisite: Home Ec. 421, Nutrition. Two single and one double periods a week for second quarter. Three credits. Fee, $1.00.

Home Economics 450. Supervised Practice in Institutional Management and Commercial Food Service. The College tea room is used as a laboratory. Six double periods a week. Given each quarter. Six credits.

Home Economics 453. Problems in Nutrition. Current literature, both popular and technical, on nutrition is surveyed. The fields of general nutrition, child nutrition, and diet in disease are covered. Three periods a week for third quarter. Three credits.

Home Economics 461. Institutional Economics. Problems and theory of institutional management concerned with personnel, types of work, scheduling and dispatching of work, are considered. Institutional buying and accounting, renewal costs, and care of equipment are included. One single and one double periods a week for first quarter. Three credits.

Education and Psychology

The Department of Education prepares students for teaching in elementary and high schools and for careers in other fields of education.

In addition to broad and accurate scholarship, teachers should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. Furthermore, they should be acquainted with the best practices of the teaching profession and the theories and principles

upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability to make practical application in teaching. An opportunity for obtaining this last requirement is found in actual teaching in the training schools under the direction of the college.

Requirements for a Major in Elementary Education

	Qr. Hrs.
Psychology 118-119	6
Education 165	5
Education 200	3
Education 210	3
Education 240	6
Education 250	2
Psychology 318 or 319	3
Education 411	3
Education 340 or 440	6

Requirements for a Minor in Elementary Education

	Qr. Hrs.
Psychology 118-119	6
Education 165	5
Education 200	3
Education 210	3
Education 240	6
Education 250	2
Psychology 318 or 319	3

A. EDUCATION

Education 165. Principles of Teaching—Elementary Grades. Prerequisite: Psychology 118-119 or the equivalent. A general consideration of classroom organization and control is given as introductory to teaching. Detailed attention is given to principles and procedures in the teaching of reading, language, spelling, writing, and arithmetic. Directed observation in the training school is an integral part of the course, two double periods a week being scheduled for that purpose. Three single and two double periods a week for third quarter. Five credits.

Education 200. Educational Sociology. This course deals with the study of sociology from the standpoint of education as well as a study of education in its sociological aspects. It prepares the student for active participation and leadership in the community through special study of the community, urban and rural, and an understanding of the relation which exists between the size and kind of the community and the consequent social problems. Modern social problems such as the breakdown of the home, increasing crime, immigration and Americanization, and the resulting educational problems are subjects for detailed study by individual students. Attention is also given to the evolution and classifications of the primary, intermediate, and secondary groups. Current theories as to the betterment of education and society are considered. Three periods a week for first quarter. Repeated for second and third quarters. Three credits.

Education 210. Tests and Measurements. This course deals with the scientific aspects of teaching. A study of procedure in measuring, classifying, and grading pupils in the elementary school is made. Through the testing program in the Training School practical experience is given in scoring tests, determining measures of central tendency and variability, and finding correlations. The results of actual testing programs are analyzed in detail and presented graphically. The construction of non-standardized objective tests suitable for the grades is also emphasized. Five periods a week. Offered each quarter. Three credits.

Education 233. Principles of Secondary Education. An intensive study of current practices and tendencies in secondary education is provided through a progressive examination of aims and functions, types of organization, and problems of articulation; characteristics of the high school population; organization of the program of studies, with emphasis upon the contribution of the various academic and special subjects to the objectives of secondary education. The new Virginia curriculum for secondary schools is considered in its relationship to these topics. Three periods a week for third quarter. Three credits.

Education 240. Supervised Teaching. This course is required of every candidate for a diploma in Curricula I and II. Its purpose is to give to the student-teacher the ability to put into practice methods and principles; efficiency in the method of presenting subject matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades and observes the teaching of the subjects in other grades of the school. Six to ten credits for first, second, or third quarter.

Education 250. Problems of Teaching—Elementary Grades. Since this course is given contemporaneously with practice teaching, emphasis is placed upon problems of teaching arising in actual classroom practice. Selecting and organizing materials of instruction, stimulating and directing pupil activity, and measuring progress receive special attenton. Definite assistance is given in planning and developing units in accordance with procedures outlined in the new curriculum for elementary grades. Two periods a week for first quarter. Repeated each quarter. Two credits.

Education 310. Tests and Measurements in High School. Same in general content as course 210, except that this course is planned to meet the needs of the high school teacher. A study of standard tests, prognostic, diagnostic and survey, adapted to the high school subjects is made. Procedure in construction of objective tests is carefully studied. Five periods a week for third quarter. Three credits.

Education 335. Principles of Teaching—Home Economics. Procedures and problems in the teaching of home economics are given intensive consideration. Various types of home economics courses are evaluated. Three periods a week for third quarter. Three credits.

Education 340. Supervised Teaching. Students in Curricula III, IV, V, VI, VII and VIII, who have not previously done student teaching, teach in the third year courses in which they are majoring or minoring. This work is done under conditions similar to those under which graduates will likely teach after completing their course. Weekly conferences constitute part of the teaching credit. Offered each quarter. Six credits.

Education 411. History of Education in the United States. This course is designed to give the student briefly some appreciation of the movements that have led to the development of free public education in the United States. The European movements are drawn upon only in so far as they are necessary for the understanding of their results in America. The growth of schools is followed from the earliest ones founded in Virginia, New York, and Massachusetts, to the present with the successive changes in form, content, methods, aims and function. Secularization, systematization, industrialization, and professionalization of the various types of schools will be followed that some appreciation of our present institution may result. Three periods a week for third quarter. Three credits.

Education 412. Supervision and Administration of Schools. Some problems considered are: Objectives of education: the function of the teacher, the supervisor, the principal and the superintendent; the technique of supervision; traits, qualifications, and training of the supervisor, principal and superintendent; federal, state and local control of education; units of school control and controlling bodies; selection, tenure and training of teachers; finance; statistics and research. The course should enable the classroom teachers to understand current tendencies in school, organization and administration, and prepare them to hold supervisory or administrative positions. Three periods a week for first quarter. Three credits.

Education 415. Guidance. The various types of guidance are treated functionally through a study of educational agencies for achieving them. Topics considered are: the nature of and need for guidance; securing information concerning the individual through courses, tests, questionnaires, case studies, etc.; guiding the individual through courses, extra-curricular activities, counseling, etc.; organizing the school for guidance; appraising the effectiveness of a guidance program. Three periods a week for second quarter. Offered in alternate years. Three credits.

Education 416. Extra-Curricular Activities. A study of the principles and philosophy underlying an extra-curricular program; guiding principles of administration and pupil participation; social, moral, and civic values. Various forms of activities, such as home-rooms, assem-

blies, commencements, publications, social and subject matter, clubs, athletics, debate, drama, honor societies, etc., are discussed and their contribution valued. Three periods a week for second quarter. Offered in alternate years. Three credits.

Education 417. Curriculum Making. This course provides a thorough study of current principles and procedures in curriculum making, with emphasis upon the basic philosophy and organization of the new Virginia curriculum. Determination of objectives, selection and organization of teaching materials, and direction and evaluation of learning are treated concretely through the development of units illustrating procedures. Special attention is given to problems incident to the use of the new curriculum. Three periods a week for third quarter. Three credits.

Education 440. Supervised Teaching. In the senior year students do six additional hours teaching in the subjects in which they are majoring or minoring. This work is done under conditions similar to those under which graduates will likely teach after completing the course. Weekly conferences constitute part of the teaching credit. Offered each quarter. Six credits.

B. PSYCHOLOGY

Psychology 118-119. General Psychology. The fundamental course in general psychology considers the usual topics of the human organism: innate behavior, sensory processes, attention, perception, learning, thinking, emotional behavior, mental alertness, social behavior, personal motivation, and mental health. Certain additional features of individual psychology, such as transfer of training, problems of individual differences, and personality traits are also treated. Specific vocational applications are made to the field of elementary education. Three periods a week for first and second quarters. Three credits each quarter.

Psychology 218-219. General Psychology. The topics considered are very much the same as those of Psychology 118-119, but the vocational applications are subject to a wider range of interpretation. No credit is given for this course to those who have completed Psychology 118-119. Three periods a week for first and second quarters. Three credits each quarter.

Psychology 318. Child Psychology. Prerequisite: Psychology 118-119 or 218-219. This course examines the behavior of children, both innate and acquired, and shows how the child through social contacts and education develops his innate and acquired aptitudes and capacities. The genetic viewpoint of the child as a growing organism is emphasized in connection with habit formation, emotional behavior, fundamental social behavior, mental and physical hygiene, moral training, and individual personality traits. Three periods a week for first quarter. Three credits.

Psychology 319. Adolescent Psychology. Prerequisite: Psychology 118-119 or 218-219. Briefly reviewing the problems of preadolescence, this course pursues these problems through middle and late adolescence to the adult period of life. Among the topics treated are: anatomical, physiological, and mental growth and development;

imagination; adolescent attitudes; adolescent emotions; intelligence and deviations; social traits; personality traits; individual differences; character education. Three periods a week for second quarter. Three credits.

Psychology 331. Comparative Psychology. Prerequisite: Psychology 218-219 or equivalent. In developing the genetic point of view, animal behavior is examined in relation to human behavior. The various behavior and mental patterns of animals and man are viewed comparatively to throw light upon the problems of human psychology. Various experiments in animal behavior are critically examined and evaluated in the light of fundamental processes of human behavior. Three periods a week for first quarter. Three credits.

Psychology 332. Social Psychology. Prerequisite: Psychology 218-219. The psychological traits exhibited by animals and peoples living in groups are critically examined and evaluated. Social traits are explained in terms of psychological behavior patterns rather than theories of group life. Three periods a week for second quarter. Three credits.

Psychology 333. Modern Psychological Theories. Prerequisite: Psychology 331 or 332. An examination of the more important systematic positions in psychology is made with special reference to the structural, functional, genetic, behavioristic, teleological, and Gestalt points of view. Considerable collateral reading in the various systems is required and reports given. Three periods a week for third quarter. Three credits.

English

There is no subject in the curriculum which is more fundamental than English, because every department of instruction is affected by it and finds its work strengthened or weakened as the work in English is strong or weak, English being the medium through which every department of the college must do its work.

Through courses in English, students are enabled to develop mastery of the English language for use in life situations; to make habitual the use of clear and flexible sentence structure; to acquire a serviceable vocabulary; to master the elements of interest; and to organize material for the purpose of effectively reaching an audience.

The courses in literature are designed to enable students to read with enjoyment and appreciation the writings of both past and contemporary authors, and to comprehend the meaning, and to catch the inspiration of the masterpieces of all ages. In all courses in literature special attention is given to interpretation and to the social, moral, religious, political, educational, and literary movements depicted in the literature studied.

In the English Department attention is given to the correct presentation of subject matter for those who expect to teach. Va-

rious methods of imparting instruction are used in daily practice for the purpose of giving students an insight into the different recognized ways of teaching the subject.

Requirements for a Major in English

	Qr. Hrs.
English 115-116-117	9
English 261-262-263	9
English 318 or 319	3
English 352 or 353	3
English 354 or 405	3
English 401 or 402	3
English 407 or 408	3
English 415 or 421	3

Requirements for a Minor in English

	Qr. Hrs.
English 115-116-117	9
English 261-262-263	9
English 318 or 319	3
English 352 or 353	3
English 354 or 405	3

English 110. Children's Literature. The purposes of this course are (1) to trace the historical development of children's literature according to chronological periods and types; (2) to acquaint students with a wide range of suitable literature for children; (3) to evaluate and classify children's literature into grades; and adjust it to the age and experience of children; (4) to familiarize students with outstanding authors, illustrators, critics, and publishers. Offered each quarter. Three periods a week. Three credits.

English 115. Composition—The Mechanics of Written Discourse. A study of the fundamental processes involved in correct speaking and writing. The following topics are among those stressed: the use of the dictionary and other reference books; vocabulary building; sentence structure with emphasis on various ways of coordinating and subordinating thoughts; the forms and functions of the various parts of speech as used in composition; capitalization and punctuation; collection and organization of material for themes. Three periods a week for first quarter. Repeated second and third quarters. Three credits.

English 116. Expository and Descriptive Writing. Prerequisite: English 115 or equivalent. Attention is given to the structure and function of the various kinds of paragraphs; to the structure and development of the various types of exposition; and to the various

forms of descriptive writing including methods of developing each. Three periods a week for second and third quarters. Three credits.

English 117. Composition-Narration and Argumentation. Prerequisites: English 115 and 116, or equivalent. Narration, argumentation, and letter writing are taught. Emphasis is placed upon the writing of the various types of informational and artistic narration. An intensive study is made of the forms and content of business and social letters. Offered each quarter. Three periods a week. Three credits.

English 216. Advanced English Grammar. This course in technical and formal English grammar is intended to give the student a thorough knowledge of the grammatical structure of the English language. Mastery of the laws and principles of grammar underlying the correct use of the English language is required. The relation of grammar to thinking, composition, and interpretative reading of literature is stressed. The nature and functions of the various parts of speech are studied. Special attention is given to sentence structure, forms and uses of phrases and clauses, and the relation of words in the sentence. Three periods a week for first quarter. Repeated second and third quarters. Three credits.

English 230. Speech Correction and Interpretative Reading. Careful consideration is given speech difficulties. Special attention is given to the development of purity and resonance of tone; correct posture, and pleasing and effective diction. The following aspects of interpretative reading are stressed: phrasing; emphasis; subordination of thoughts; progressiveness; distinctness and precision in utterance; accurate thought presentation. Offered each quarter. Three periods a week. Two credits.

English 231. Modern Poetry. The growth and development of modern British and American poetry according to chronological periods and types; characteristic aspects of contemporary life as depicted in the writings of representative poets. Three periods a week for first quarter. Three credits.

English 240. Journalism. This is an introductory course to journalism. It gives training and practice in news observation, recording, and selection of news details and provides much practical work in writing news articles for publication. The student receives individual assignments in reporting and in the preparation of special articles, which must meet high standards of representative newspapers. Each student is required to show a certain minimum of news actually printed. Two periods a week for first quarter. Repeated the second and third quarters. Two credits.

English 241. Journalism. This course consists of the preparation of special feature articles intended for publication in daily newspapers, weeklies, magazines, college bulletins, etc. A careful analysis of current practice in the writing of articles constitutes an essential feature of the course. Much of the work is in the nature of laboratory or research. The reading is both intensive and extensive in character. Prerequisite: English 240. Two periods a week for third quarter. Two credits.

English 245. The Short Story. This course gives the student a rich background for the enjoyment of the short story. The first half

gives a survey of the origin and development of the short story, with major emphasis upon those American authors from Irving to O. Henry who have been influential in making it a distinct literary form. The second half provides for extensive reading and intensive study of the contemporary short story. An attempt is made to deepen the student's insight into the wide variety of human experiences and forms of expression which authors today are finding suitable for short fiction. The student is led to build for herself worthy standards of appreciation and judgment. Three periods a week. First quarter, repeated the third quarter. Three credits.

English 261. Survey of English Literature. Prerequisites: English 115-116-117 or equivalent. A thorough study is made of the history of English literature from its beginnings to the Age of Johnson, with an intensive study of selections of the representative writers, noting the historical, social, educational, and religious movements of the various periods of literature studied. Three periods a week for first quarter. Three credits.

English 262. Survey of English Literature. Prerequisites: English 115-116-117-261 or equivalent. Continuation of survey from the Age of Johnson to the present time. Selections are studied in relation to contemporary, social, educational, and religious movements as reflected in the literature of the period. Three periods a week for second quarter. Three credits.

English 263. Survey of American Literature. Prerequisites: English 115-116-117 or equivalent. A careful study is made of the great periods and movements in the development of American literature. Representative selections of the writers of American literature are read. A study is also made of the technique of the poetry and of the subject matter of the literature studied as a revelation and an interpretation of American life and ideals. In the study of American literature careful distinction is made between the New England and the Southern groups of writers in order to reach a better understanding of the intellectual and social tendencies of the two sections. Three periods a week for third quarter. Three credits.

English 270. Play Production. This course is designed primarily for those students majoring in English or History who are interested in the production and staging of plays. Organization and programs for a dramatic club; selection of plays, costuming; setting; make-up; and study of one-act plays are considered. Each student is given some practical experience in acting and in directing rehearsals. Three periods a week for third quarter. Three credits.

English 280. Library Training. This course gives systematic instruction in the use of the library as well as a knowledge of the organization of libraries. A study is made of the library and its arrangement; the book; the card catalog; the dictionary; encyclopedias; reference books; magazines and magazine indexes; buying and owning books; compiling bibliographies; note-taking and enough cataloguing and classification to enable students to assume charge of school libraries. Three periods a week for second quarter. Three credits.

English 318. English Romantic Poetry. Prerequisites: English 115-116-117 and 261-262-263. In this course the Romantic movement

in English literature is carefully traced as to its origin, development, various aspects, and the phases of English life reflected: social, political, and religious. Resultant changes in the themes and style of literary productions are also noted. Special attention is given to the poetry of Wordsworth, Shelley, Keats, Byron, and Coleridge. Three periods a week for first quarter. Three credits.

English 319. Victorian Poetry. Prerequisites: English 115-116-117, and 261-262-263. This course provides intensive study of the major Victorian poets: Tennyson, Browning, Mrs. Browning, Arnold, Swinbourne, Morris, and the Rosettis. Religious, social, and political changes disturbing the thought of nineteenth century England are studied from the standpoint of their influence upon the poetry of the period in general, and from the standpoint of the individual poet's interpretation of them. Three periods a week for second quarter. Three credits.

English 331. The Modern Drama. Prerequisite: Nine hours of Literature. This course acquaints students with the historical development of modern European and American drama. Representative plays which reflect types, themes, and movements characteristic of modern European and American life are studied. Three periods a week for second quarter. Three credits.

English 345. The Short Story. Same as English 245 but intended for juniors and seniors. Additional and more difficult work is required. Three periods a week. Third quarter. Three credits.

English 352. Shakespeare's Comedies. This course acquaints the student with eight or ten of the best comedies of Shakespeare. It also gives the student a comprehensive idea of the social background of Elizabethan England and of the history and development of the drama up to the time of Shakespeare. Three periods a week for third quarter. Three credits.

English 353. Shakespeare's Tragedies. Prerequisites: English 115-116-117, 261-262. This course offers an intensive study of six or more of Shakespeare's best tragedies. Attention is given to the source material and to the stage history of the plays. Three periods a week for second quarter. Three credits.

English 354. The History of the English Language. A study is made of the origin, growth, and structure of the English language; its spread over the world; the shaping influence upon it of Scandinavian, Norman-French, Latin, and Greek; the development of modern English from old English; modifications in sounds and in syntax; the development of the English vocabulary, and the relation of English to the other members of the Indo-European group of languages. This course also familiarizes the student with the scientific method of studying language as an evolving medium of communication. Three periods a week for the third quarter. Three credits.

English 355. Biblical Literature. The Bible is considered both as a literary masterpiece and as a library containing various recognized types of literature. The origin and structure of the Old Testament and its universal influence upon literature, history, and the activities of peoples in all ages are discussed. This course also includes a detailed study of the nature of religion and a brief introduction to the charac-

teristics of the great religions of the world. Three periods a week for second quarter. Three credits.

English 356. Biblical Literature. The New Testament writings furnish the basic material for the work in this course. The background and historical setting of the various types of literature found in the New Testament writings are discussed. The life, character, and teachings of Jesus Christ and the early history of the church are studied intensively. Attention is given to the classic beauty, wealth of subject matter, and lofty ideals embodied in New Testament literature. Three periods a week for third quarter. Three credits.

English 380. Library Training. Prerequisite: English 280. This course presents the essentials of library organization and administration. Routine processes covered include classification and cataloging; ordering, binding and repair; lettering; and the circulation of library material. Three class periods and one laboratory period a week for third quarter. Three credits.

English 401. Biography. Prerequisites: English 115-116-117, and 261-262-263. This course traces the historical development of biographical writings. Attention is given to the following forms of this type of literature: biographies, autobiographies, letters, diaries, and journals. Each student is required to read at least twelve representative biographies and to write a term paper based on independent research illustrating the relative effectiveness of the traditional and the new methods in biographical writing. Offered alternate years. Three periods a week for second quarter. Three credits.

English 402. The Essay. Prerequisites: English 115-116-117, and 261-262-263. This course traces the essay as a literary form through the successive stages of its development, with special attention to changes in content and form revealing definite developmental aspects in the life and thought of the English speaking people. Wide reading is required in all of the great essay-types, such as the personal essay, formal essay, critical essay, the character sketch, and critical editorial. Offered alternate years. Three periods a week for second quarter. Three credits.

English 405. Readings in World Literature. Prerequisites: English 115-116-117, 261-262. In this course a study is made of world masterpieces. Each student is required to read and make notes on six world masterpieces as his special problem. The assignments and class work deal with outstanding literary movements in the various countries and ages that produced these masterpieces. Three periods a week for second quarter. Three credits.

English 407. The English Novel. This course takes the novel in England from its beginnings in the eighteenth century down to the present. It includes a number of the outstanding novels throughout the period. A foundation for appreciation is laid in lectures and in discussions of the meaning of the novel, its function and its development. Readings in the library provide a background of history, biography, and criticism. Stress is laid upon the novel as a product of its social times, and upon its value as an interpretation of life. Prerequisite: Nine hours of literature. Three periods a week for first quarter. Three credits.

English 408. The American Novel. This course treats the novel in America from the same viewpoint as the English novel is treated in 407, but here less stress is placed upon the earlier novels and more upon the later ones. Special attention is given to those novels which may be regarded as an interpretation of significant developments in American life. Three periods a week for second quarter. Three credits.

English 415. Advanced Composition. Prerequisites: English 115-116-117, 261-262-263. Principles and methods of effective writing are applied. This course seeks to develop concise and fluent diction, clarity and accuracy in expression, and an individual and vigorous style. Three periods a week for first quarter. Three credits.

English 421. Public Speaking. Prerequisites: English 115-116-117, and 261-262-263. In this course special emphasis is placed on the mastery of self-control in thinking and speaking before an audience; the composition of speeches and talks with reference to occasion, subject matter and objective; collecting and organizing material for conferences and interviews; analyzing speeches and addresses for the psychological forces that move men to believe and to act, and to the methods of securing and holding attention; the writing of critiques setting forth the characteristic features of good speechmaking as evidenced in speeches and addresses heard or read. Three periods a week for second quarter. Three credits.

Fine Arts

The Art courses provide a cultural background for anyone who wishes a well-rounded education, by guidance in the intelligent observation and enjoyment of beauty in everyday surroundings and the Fine Arts, and by developing some understanding of the possibilities of creative art expression as a valuable means of using leisure time regardless of future profession.

The Art courses offered give to the student who expects to enter a specialized art field after college, an opportunity for creative expression, and a well-balanced experience and growth in art which should be of value to her in selecting her line of greatest interest, at the same time providing a background in art along with other college work.

These courses are also designed to prepare teachers to meet with intelligence the art problems of their daily work.

Art may be selected as a minor by students working toward the A. B. or B. S. degree. Requirements for a minor: 27 quarter hours.

The student taking Art for a minor toward the A. B. degree may omit Art 415, Art Education.

Art 101. General Art. A beginner's course in which a study is made of the fundamental principles of drawing, design, and color, and their application to simple problems in spacing and arrangement.

Topics: Lettering; color study; adaptation of familiar and imaginative forms to given spaces; creative design problems using line, light and dark, and color; elementary free-hand perspective; elements of art appreciation through an understanding of the principles of rhythm, balance, proportion, emphasis. Two double periods a week for first quarter. Two credits. Fee $1.00.

Art 115. Art Mediums. This is a continuation of General Art 101 with more emphasis on free experimentation with various art mediums as a basis of growth in creative expression, and as a means of discovering the possibilities in such materials as clay, easel paints, colored chalks, cut paper, cloth, charcoal, linoleum, etc. Opportunity is given to acquire a reasonable amount of skill in drawing, painting, and modeling simple forms such as animals, birds, and human figures, and in group activities as designing a marionette stage or making masks. Students who expect to teach in the elementary grades may adapt problems to their special interests and gain some knowledge of the aims and purposes of art in the grades. Two double periods a week for second quarter. Two credits. Fee $1.00.

Art 210. Art Appreciation. This is a brief orientation course designed to introduce students in a general way to a number of phases of the broad art field, and to enable them to recognize and enjoy "art quality" or beauty of line, form, and color in objects of everyday life and the fine arts. Topics studied: Design principles applied to the exterior and interior of buildings, furniture selection and arrangement, costume, landscape design; picture hanging, advertising, city planning; how to appreciate prints as etchings, woodblocks, lithographs; how to visit an art museum; qualities of good painting, sculpture, etc. There is no drawing in this course, but an effort is made to develop good judgment in the selection of artistic objects through making actual choices. Two single periods a week. Offered each quarter. One credit. Fee $.75.

Art 211. Drawing and Design. Prerequisite: Art 101 or equivalent. A course in drawing and design emphasizing figure sketching from the costumed model; decorative composition in charcoal and tempera paint; linoleum block printing; creative design problems. Two double periods a week for second quarter. Two credits. Fee $1.50.

Art 224. Commercial Art. Prerequisite: Art 101 or equivalent. A course in drawing and design with emphasis on the following topics: outdoor sketching in various mediums; art in advertising; lettering and poster making; bookplates; pictorial and decorative pen and ink rendering for reproduction. Three double periods a week for third quarter. Three credits. Fee $1.50.

Art 301. Applied Design. Prerequisite: Art 101 or equivalent. The application of appropriate and original designs to textiles, wooden boxes, etc., by means of block printing, stenciling, batik, tie and dye, enamels, gesso. Offered alternate years. Three double periods a week for first quarter. Three credits. Fee $3.00.

Art 312. Home Decoration. A general consideration of the principles of design and color as applied to the selection and arrangement of home furnishings, with a brief study of historic styles and their appropriate adaptation for modern use. Three single periods a week for third quarter. Three credits. Fee $1.50.

Art 323. Costume Design. A study of the principles of design and color in relation to the selection of garments and their accessories, and to the designing of costumes for special occasions. Offered alternate years. Two single periods a week for second quarter. Two credits. Fee $1.50.

Art 415. Art Education. For juniors and seniors who have had the necessary previous training in Art. This course is planned to introduce the student to the field of modern art education; the aims and points of view, relation to other subjects, methods of teaching, handling of supplies and equipment, organization of subject matter and reference material, use of the Virginia Course of Study. Actual practice is given in drawing, design, crafts, stage-settings, poster and commercial art, art for school publications, etc. Offered alternate years. Three double periods a week for third quarter. Three credits. Fee $3.00.

Art 422. Art Appreciation, Architecture, and Sculpture. A brief appreciative survey of Egyptian, Classical, Early Christian, Byzantine, Romanesque, Gothic, Renaissance, and Modern architecture and sculpture. Offered alternate years. Three single periods a week for first quarter. Three credits. Fee $.75.

Art 423. Art Appreciation, Painting. A brief appreciative survey of European and American painting from its beginnings to the present time. Offered alternate years. Three single periods a week for second quarter. Three credits. Fee $.75.

Art 424. Art Appreciation, American Art. A brief study of the development and present tendencies of architecture, sculpture, painting, and the minor arts in America. Offered alternate years. Three single periods a week for third quarter. Three credits. Fee $.75.

Foreign Languages

ROMANCE LANGUAGES

FRENCH

Requirements for a Major in French

	Qr. Hrs.
French 101-102-103	9
French 201-202-203	9
French 301-302-303	9
French 401-402-403 or	
French 405-406-407	9

Requirements for a Minor in French

	Qr. Hrs.
French 101-102-103	9
French 201-202-203	9
French 301-302-303, or	
French 401-402-403	9

Students wishing to major or minor in French who do not have the necessary prerequisites in this field are required to take French B101, B102, and B103 the first year. These elementary courses will be credited toward the general requirements for a degree but not toward a major or minor.

No credit is allowed for less than one full year of French.

French B101-B102-B103. The fundamentals of French grammar, phonetics, composition, conversation, and reading. A course for students who enter college with less than the required units in high school French and wish to study the language for the cultural value or who plan to elect French as a major or minor. Five periods a week for session. Three credits each quarter.

French 101-102-103. A study of practical French phonetics, grammar, written and oral composition, with extensive readings from the works of Daudet, Merimee, Dumas, and other French writers. Three periods a week for session. Three credits each quarter.

French 201-202-203. Prerequisite: French 101-102-103. The reading of novels of representative authors of the nineteenth and twentieth centuries; a study through French texts of the country and people of France; an introduction to French poetry and the reading of selections from contemporary French poets. Three periods a week for the session. Three credits each quarter.

French 301-302-303. Prerequisite: French 201-202-203. A resume of French history and a survey of French literature by centuries, with illustrative readings from the most representative writers of each period. Three periods a week for session. Three credits each quarter.

French 401-402-403. This course includes an intensive study of Classicism, with emphasis on the theatres of Moliere, Corneille, and Racine; the Romantic Movement, stressing the works of Victor Hugo; and Contemporary Literature as represented in the novel, the drama, and poetry. Three periods a week for session. Three credits each quarter.

French 405-406-407. A course in advanced composition, conversation and phonetics, designed for those students who wish credit above the required number of hours. Open to juniors and seniors upon recommendation of the major professor. Three periods a week for session. Three credits each quarter.

SPANISH

No credit is allowed for less than one full year of Spanish.

Spanish B121-B122-B123. The fundamentals of grammar, pronunciation, conversation, dictation, reading, correspondence, cultural material. A course for those students who enter college with no credits in Spanish. No credit unless entire year is completed. Three periods a week for the session. Three credits each quarter.

Spanish 121-122-123. A course in conversation and composition based on works read; review of grammatical principles; Spanish and South American life and customs. Prerequisite: Two years of high school Spanish or B121-B122-B123. Three periods a week for the session. Three credits each quarter.

CLASSICAL LANGUAGES

GREEK

Greek 131-132-133. Elementary Greek. The elements of the Greek language; translation from selected authors; a study of Greek civilization and the influence of Greek culture on the modern world. No credit unless entire year is completed. Three periods a week for the session. Three credits each quarter.

Greek 231-232-233. Xenophon, Herodotus, Plato, Homer. A reading of selections from Xenophon, Herodotus, and Plato. Selections from the Iliad and Odyssey; a study of Homeric civilization, of the literary qualities of the poems, and of their influence on subsequent literature. Three periods a week for the session. Three credits each quarter.

LATIN

Requirements for a Major in Latin

	Qr. Hrs.
Latin 111-112-113	9
Latin 211-212-213	9
Latin 311-312-313	9
Latin 411-412-413	9

Requirements for a Minor in Latin

	Qr. Hrs.
Latin 111-112-113	9
Latin 211-212-213	9
Latin 311-312-313	9

Students wishing to major or minor in Latin who do not have the necessary prerequisites in this field are required to take Latin 11-12-13 the first year. This year of work will be credited toward the general requirements for a degree but not toward a major or minor.

No credit is allowed for less than one full year of Latin.

Latin 11-12-13. A course for students who enter college with less than the required high school units in Latin and wish to study the language for the cultural value or who plan to elect Latin as a major or minor. Latin 11 includes readings from Cicero's Orations, with grammar and composition; Latin 12-13, a further reading from Cicero

and the reading of Virgil's Aeneid, Books I-VI. Five periods a week for session. Three credits each quarter.

Latin 111-112-113. The first quarter's work includes an exhaustive study of the mythology, geography and history of Rome; selections from Livy, Tacitus and other historians will be read. This will be followed by Cicero's De Senectute and De Amicitia. The third quarter will be given over to the study of Aeneid, Books VII-XII, and selections from Ovid's Metamorphoses. Three periods a week for session. Three credits each quarter.

Latin 211-212-213. Prerequisite: Latin 111-112-113. The first quarter is devoted to the reading of Horace's Odes and Epodes; the second quarter to Cicero's Philippics; and the third to Pliny's Letters. Parallel readings with special reference to Roman Political Institutions and Social Life and advanced composition are included in the course. Three periods a week for session. Three credits each quarter.

Latin 311-312-313. Prerequisite: Latin 211-212-213. An advanced course in which attention is given to Roman lyric poetry; Roman comedy, with selection from the plays of Plautus and Terence and Roman tragedy, with excerpts from Seneca's writings. Parallel readings in Latin and English are required. Three periods a week for session. Three credits each quarter.

Latin 411-412-413. Prerequisite: Latin 211-212-213. This course includes readings from the Elegic poets; Lucretius' De Rerum Natura; a study of Latin through the Middle Ages. Three periods a week for session. Three credits each quarter.

Latin 415-416-417. A course in classical art and archaeology and the topography and monuments of ancient Rome. The course is designed for students who wish credit above the required number of hours. Open to juniors and seniors upon recommendation of the major professor. Three periods a week for session. Three credits each quarter.

History and Social Science

History

Requirements for a Major in History

	Qr. Hrs.
History 151-152-153	9
History 261-262-263	9
History 307-308-309, or	
History 311-312-313	9
History 404-405-406	9

Requirements for a Minor in History

	Qr. Hrs.
History 151-152-153	9
History 261-262-263	9
One other junior or senior course in History	9

Requirements for a Major in Social Science

	Qr. Hrs.
History 151-152	6
*Social Science 113, or History 153	3
History 261-262-263	9
History 311-312-313	9
Social Science 411-412	6
Social Science 415 or 416	3

Requirements for a Minor in Social Science

	Qr. Hrs.
History 151-152	6
*Social Science 113, or History 153	3
History 261-262-263	9
One other junior or senior course	9

History 151. American History. A survey of the European background, colonial history, the American Revolution, "the critical period," formation of the Constitution, and growth of the Union to 1828. Three periods a week for first quarter. Three credits.

History 152. American History. From 1828 to the present. Three periods a week for second quarter. Three credits.

History 153. Contemporary American History. This course deals with the leading events and forces involved in the recent domestic politics and foreign relations of the United States, with special attention to the effect of economic and social changes on politics. Financial questions, reforms, relations of government and business, expansion overseas, United States as a world power and her participations in the World War and world politics. The theories of "new nationalism," "new democracy," "new deal," and international issues are discussed. Three periods a week for third quarter. Three credits.

History 261. History of Civilization. A study of the bases of civilization from the astronomical, geological, biological, and geographical points of view; the origin and dispersion of races; earliest cultures found in the Americas; Europe, Asia, Africa, etc. Intended as an orientation course for the social sciences. Three periods a week for first quarter. Three credits.

History 262. History of Civilization. A general survey of world progress from the beginnings of ancient civilizations to about 1500 A. D. Three periods a week for second quarter. Three credits.

History 263. History of Civilization. From 1500 to the present. Three periods a week for third quarter. Three credits.

*Note.—Candidates for the A.B. degree should selcet History 153 instead of Social Science 113; candidates for the B.S. degree should select Social Science 113.

History 301. Social and Industrial History of the United States. A study of the economic factors and motives influencing the discovery, colonization, and development of America; commercial enterprises and various other economic groups and interests determining colonial development and the economic areas of the United States; economic considerations motivating the westward movement; development of invention and change from the domestic to the factory system of production with the resultant changes in our economic organization in agriculture, commerce, industry, and finance; the influence of these factors upon political parties and national policies; position of America in world economic affairs today, commercial imperialism, etc. Three periods a week for first quarter. Three credits.

History 307. Europe in the Middle Ages. A brief survey of the Mediterranean world at the time of disintegration of the Roman Empire; the barbarian invasions; the establishment of barbarian kingdoms; the beginning of the national state; growth of the Christian Church and its place in medieval history; Mohammedan and Saracen civilization; feudalism; rise of towns; and the development of commerce. Three periods a week for first quarter. Three credits. Offered in alternate years. Not given in 1935-36.

History 308. The Renaissance. A study of the rise of universities and the revival of learning, art, literature, and science, the evolution of humanism, letters, and art of the Middle Ages. Three periods a week for second quarter. Three credits. Offered in alternate years. Not given in 1935-36.

History 309. The Reformation. A study of the Protestant Reformation and the Counter-Reformation with particular attention paid to the accompanying social, economic, and cultural developments from the beginning of the sixteenth to the middle of the seventeenth century. Three periods a week for third quarter. Three credits. Offered in alternate years. Not given in 1935-36.

History 311. Modern History. Prerequisites: Social Science 261-262-263 or equivalent. A survey of modern history from 1815 to 1870. Beginning with the social, economic, and political background of the period, the progress of social legislation and the growth of modern states and nationalism are traced to about 1870. Three periods a week for first quarter. Three credits. Offered in 1935-36 and alternate years.

History 312. Modern History. From 1870 to 1914. A continuation of Social Science 311 with emphasis on nationalism, imperialism, and international relations as background of the World War. Three periods a week for second quarter. Three credits. Offered in 1935-36 and alternate years.

History 313. Modern History. From 1914 to the present. A study of the World War and the problems growing out of it; the new map of Europe; the League of Nations, and other efforts of international cooperation. Three periods a week for third quarter. Three credits. Offered in 1935-36 and alternate years.

History 380. Current History. A study of current national and international problems. Offered each quarter. One period a week. One credit each quarter. Maximum credit, three hours.

History 404. English History to 1558. A general survey of English History from earliest records through the early Stuarts. Three periods a week for first quarter. Three credits.

History 405. English History, 1558-1783. The political, social, and economic development from the accession of Queen Elizabeth to the downfall of the personal rule of George III. Three periods a week for second quarter. Three credits.

History 406. The British Empire. A survey of the British Empire from 1783 to the present, with particular emphasis on the old colonial system and its failure, colonial reform, free trade versus imperialism, rise of nationalism in the self-governing colonies, development and growth of Commonwealths within the empire, strengthening of the imperial union, India, the dependent empire, and the world situation at large. Three periods a week for third quarter. Three credits.

POLITICAL SCIENCE

Social Science 113. Government. This course is designed to give students an intelligent understanding and appreciation of the American Government and some of the most fundamental problems, both national and international, with which every citizen should be vitally concerned. Three periods a week for third quarter. Three credits.

Social Science 415. American and European Governments. Prerequisite: Two years of History and Social Science. A study of the principles and forms of governments in general; descriptive and analytical study of the American Government, and a survey of the major governments of Europe. Some of the most important problems of modern government receive attention, such as nationalism, national defense, regulation of economic and social activities by government; American international policies; with special reference to Pan American relationships, World Court, League of Nations, etc. Offered in alternate years with Social Science 416. Three periods a week for third quarter. Three credits.

Social Science 416. International Relations. Prerequisite: Two years of History and Social Science. A study of the political, economic, and racial factors in modern international society, international law, the League of Nations, the World Court, the Hague Court of Arbitration, Pact of Paris, Geneva Protocol, Locarno Pact, etc. Three periods a week for third quarter. Three credits.

GEOGRAPHY

Social Science 115. World Geography. A survey of the geography of Europe, Asia, North and South America, Africa, and Australia, with reference to topography, climate, industries, and people of each. Three periods a week for first quarter. Three credits.

Social Science 215. Geography of North America. This course is devoted to a study of the physical features of the United States—shape of coast line, mountains, drainage, climate, accessibility; resources—character of soil and agricultural advantages, material resources; commercial advantages—location with reference to Western Europe, Latin-America,

Canada, and the Pacific; river systems as aid to internal and foreign commerce; principal harbors; the natural and geographic regions—physiographic, climatic, industrial, and the reaction of man to the geographic environment in each region. A brief survey is given of the geographic conditions in relation to their influences on the course of American History. A study is also made of the geographic, economic, and historical factors, affecting current national and international problems. The geographic material is largely organized as projects, problems, and type studies. Three periods a week for first quarter. Repeated the second and third quarters. Three credits.

Social Science 216. Geography of Eurasia. This course consists of an intensive study of selected countries of Europe and Asia with reference to the topography, climate, industries, and people of each, a brief survey of man's adjustment to the physical environment in various natural regions of Europe and Asia, such as the Ruhr, the Black Country, the Paris Basin, the Alps, the forest lands of Scandinavian Peninsula, the Po Valley in Europe, and a detailed study of the geographic regions of India, China, and Japan with brief survey of other regions, the aim being to discover features, natural and cultural, which give character to each region, and to explain similarities and differences in the use to which land and resources are put. The political geography of nations, their current geographic problems, and the geographic aspects of European and Asiatic participation in world affairs also receive treatment. Three periods a week for first quarter. Repeated the second and third quarters. Three credits.

Social Science 217 or 317. Geography of Southern Lands. This course attempts to interpret the geography and spirit of Latin America, and its relation to the United States and the world, through a geographic study of Mexico, Central America, the Caribbean, South America, with an intense study of selected countries and regions; a geographic survey of the physical and regional aspects and settlement and development, with an anthropological study of the natives of Africa, Australia, and Oceania. The similarities and individualities are analyzed with reference to the background of their natural setting, and their development in relation to natural regions and natural resources, and with reference to imperialism of modern world powers. Three periods a week for first quarter. Repeated the second and third quarters. Three credits.

Social Science 256. Economic Geography. In this course a study is made of the geographic factors which influence the production, distribution, and utilization of the most important products of the United States. Natural resources, climate, and the influence of natural trade routes are considered. The course is intensive, and use is made of a text, atlases, and reference works. Specific problems are offered to encourage initiative in understanding the effects of geographical conditions on economic activities and movements. Three periods a week for third quarter. Three credits.

ECONOMICS

Social Science 401. Principles of Economics. This course consists of a study of the fundamental principles of the science of economics: principles and problems connected with production and distribution, value and exchange, money and banking, international trade, phenomena; and with recent occurrences in the industrial world. Three periods a week for first quarter. Three credits.

Social Sciece 402. Principles of Economics. This is a continuation of Social Science 401. It includes a study of economic principles and problems as applied to the distribution of wealth, problems of industry, labor, money and banking, insurance, transportation, government and public finance, taxation, etc., and an analysis of existing economic systems and proposed reforms. Three periods a week for second quarter. Three credits.

SOCIOLOGY

Social Science 411. Pure Sociology. The principles of pure Sociology are studied as a background for applied Sociology. The organization of group life is studied in relation to the primary, intermediate, and secondary groups. Specific institutions, representing each type, are given intensive study. Three periods a week for first quarter. Three credits.

Social Science 412. Applied Sociology. The principles studied in Pure Sociology are applied to current social problems, which are assigned as special topics for report and discussion. Special first-hand investigations include group studies of local industries, local social problems, and methods of scoring social activities. These first-hand investigations are in a large measure determined by the interests of the group, and the social opportunities offered by the community. An attempt is made to apply sociological principles to every-day life. Three periods a week for second quarter. Three credits.

Mathematics

Mathematics rightly occupies an important place in the college curriculum, especially in a day characterized by continuous progress in scientific inventions and discoveries. The courses in Mathematics are planned to give an accurate knowledge of mathematical facts, as well as to strengthen weak points in mathematical training.

Requirements for a Major in Mathematics

	Qr. Hrs.
Mathematics 111-112-113	9
Mathematics 211-212-213	9
Mathematics 311-312-313	9
Mathematics 411-412-413	9

Requirements for a Minor in Mathematics

	Qr. Hrs.
Mathematics 111-112-113	9
Mathematics 211-212-213	9
Mathematics 311-312-313	9

Mathematics 101-102-103. General Mathematics. These courses are designed to serve the needs of students who wish a general foundation in mathematics as a phase of their preparation for various specialized fields of work.

Mathematics 101. General Mathematics. This course deals principally with advanced arithmetic, stressing its practical applications in modern life. Problems involving banking, insurance and annuities, stocks and bonds, etc., are emphasized. Three periods a week. Offered each quarter. Three credits.

Mathematics 102. General Mathematics. This course deals principally with algebra, and numerical trigonometry. The course in algebra is built around six central objectives: the language and ideas of algebra; the formula; the equation; the graph; the fundamental principles and processes; and problem solving. The course in numerical trigonometry is a part of elementary algebra and forms one of its most interesting applications. It offers an opportunity for understanding what is meant by indirect measure and does not require demonstrative geometry as a basis. Three periods a week for second quarter. Three credits.

Mathematics 103. General Mathematics. This course deals principally with geometry, and embraces such topics as the introduction to demonstrative geometry; application of geometry to everyday life; nature and types of geometric reasoning; general methods of attack; methods of presentation, etc. Three periods a week for third quarter. Three credits.

Mathematics 111. Trigonometry. Prerequisite: Mathematics 101-102-103 or equivalent. This course covers the usual topics of a standard course. Three periods a week for first quarter. Three credits.

Mathematics 112. Solid Geometry. This course treats of the usual theorems of solid and spherical geometry. Students having high school credit for solid geometry will take Mathematics 112A. Three periods a week for second quarter. Three credits.

Mathematics 112A. Introduction to Analytic Geometry. Three periods a week for second quarter. Three credits.

Mathematics 113. College Algebra. This course covers the usual work of college algebra. Three periods a week for third quarter. Three credits.

Mathematics 211-212-213. Analytic Geometry of Two Dimensions. Prerequisites, Mathematics 111-112-113. Three periods a week for session. Three credits each quarter.

Mathematics 311-312-313. Differential and Integral Calculus. Prerequisite, Mathematics 211-212-213. Three periods a week for session. Three credits each quarter.

Mathematics 411. Analytic Geometry of Three Dimensions. Prerequisite, Mathematics 211-212-213. Three periods a week for first quarter. Three credits.

Mathematics 412. Advanced Differential and Integral Calculus. Prerequisite, Mathematics 311-312-313. Three periods a week for second quarter. Three credits.

Mathematics 413. Differential Equations. Prerequisite, Mathematics 412. Three periods a week for third quarter. Three credits.

Mathematics 420. History of Mathematics. Elective in third or fourth year. Three periods a week for one quarter. Three credits.

Music

The Department of Music offers four curricula:

1. A curriculum which provides comprehensive training to meet the needs of the elementary teacher.

2. A curriculum leading to the Bachelor of Science degree, with a major in Public School Music, to meet the needs of the special teacher or supervisor of music.

3. A curriculum leading to the Bachelor of Science degree for those who do not intend to teach, with emphasis on such subjects as voice, piano, organ, violin, appreciation, harmony, or any combined courses in applied music.

4. A curriculum leading to the Bachelor of Arts degree with a minor in music.

Subjects required for a major in Music leading to the Bachelor of Science degree:

	Qr. Hrs.
Music 101-102-103	3
Music 201-202-203	6
Music 210	1
Music 211-212-213	8
Music 301-302-303	9
Music 401-402-403	9

Prerequisites: (a) An acceptable singing voice; (b) ability to sing a familiar hymn without accompaniment; (c) ability to play simple hymns and the major scale in any key. A student who graduates with the above major in Music must meet the requirements for proficiency in piano and voice, and may take violin and organ if desired.

Subjects recommended for a minor in Music with curricula III, IV, and VI:

	Qr. Hrs.
Music 101-102-103	3
Music 201-202-203	6
Music 210	1
Music 211-212-213	8
Music 401-402-403	9

Prerequisites: The same as those for a major in Music. A student who graduates with the above minor in Music must meet the requirements for proficiency in piano and voice, and may take violin and organ if desired.

Subjects recommended for a minor in Music with other curricula leading to the Bachelor of Science degree, or with certain curricula leading to the Bachelor of Arts degree, or for students who do not intend to teach:

	Qr. Hrs.
Music 211-212-213, or	
Music 301-302-303	8 or 9
Music 401-402-403	9
Piano or Voice, or	
Violin or Organ, or a combination of these courses	10

Prerequisites: (a) Innate ability or musical feeling; (b) some talent or aptitude in the chosen subjects.

Ensemble singing and playing experience in the Glee Club and orchestra are required with the major and minors in Music. Students in fields other than Music are admitted to the Glee Club and orchestra if they are qualified.

In Washington and in Richmond, each only about fifty miles from Fredericksburg, can be heard operas and concerts by the finest artists and companies. It is always possible to arrange for students to attend these major attractions and usually reduced rates in prices of admission as well as in transportation costs are made available.

Music 101-102-103. Public School Music. Material for the elementary grades is studied in this course, with emphasis on care of the child voice and treatment of deficient voice. In the first quarter the work of the kindergarten and the first three grades is covered; in the second quarter the work of the fourth and fifth grades is covered; in the third quarter the work of the sixth grade is covered. Three periods a week for first and second quarters; two periods a week for third quarter. One credit each quarter. Fee, 50 cents each quarter.

Music 121. Singing. This course is for majors and minors in the Department of Physical and Health Education. The objectives is the development of an effective singing voice for teaching singing-games and sufficient knowledge of the fundamentals of music to enable the prospective teacher of singing-games to master such song material. Two periods a week for first quarter. Two credits.

Music 122-123. Class Piano. Class lessons in piano. Required of Physical Education majors and minors. Two periods a week for second and third quarters. Two credits a quarter. Fee, $2.00 a quarter.

Music 131-132-133. Piano. The scope of the work for the first year is as follows: The first eighteen theory lessons of the progressive series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year. One period of class work and one-half-hour individual lesson a week for the session, One credit each quarter. An extra charge of $21.00 a quarter is made for this course, distributed as follows: Piano tuition, $18.00; piano practice fee, $3.00.

Music 141-142-143. Voice. This course provides individual voice training and class-wise instruction. Correct posture, breathing, tone production, and diction are studied. Participation in recitals is necessary for credit. One period of class work and one half-hour individual lesson a week, for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course plus $3.00 a quarter for use of piano.

Music 151-152-153. Organ. Prerequisites: Proficiency in piano and the ability to play hymns at sight. This course covers the study of the mechanics of organ playing, and includes studies for the manuals and pedals and simple compositions. Hymn playing is emphasized. Two periods a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter for use of organ.

Music 161-162-163. Violin. Special attention is given to the proper holding of the violin and bow, along with the correct method of bowing, technique of the left hand, and pure tone production. Material includes all major scales in one octave, studies from Kayser Book I, Sevcik Book I. and simple pieces of contrasting style. One private lesson and one class lesson a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter practice fee.

Music 201. Public School Music. A continuation of Music 103. This course includes the essentials of school music problems and materials for grades one through six; song singing; appreciation; rhythmic and instrumental music; and how music may be vitalized by coordinating it with other school subjects, especially with art, geography, and history. Various kinds of music materials are studied which are suitable to the development of the pupil, including several of the most used series of school music texts, and the selection and use of materials for many kinds of programs. Lesson plans, observation, and teaching of the class by its members are used as a means of gaining skill. Two periods a week for first quarter. Two credits.

Music 202. This course includes the essentials of school music problems and materials for grades seven and eight. A thorough study is made of the changing voice during adolescence and its problems. Various kinds of materials are demonstrated for use in song singing, part-songs, appreciation, and instrumental work. Two periods a week for second quarter. Two credits.

Music 203. Public School Music. This course includes the study of problems and materials for the ninth, tenth, and eleventh grades. Courses of study are worked out for courses in Appreciation, History of Music, Harmony, Choral Music, and materials for Glee Clubs, Band and Orchestral work. Two periods a week for third quarter. Two credits.

Music 210. Music Appreciation. This course gives the student a knowledge of the principal bases of musical enjoyment. Teaching of Music

Appreciation in the grades is studied. Three periods a week. Offered each quarter. One credit. Fee, fifty cents.

Music 211-212-213. Ear Training. Training the ear through sight-singing and dictation is vital to successful work in any phase of music. The aim of this course is to make the student proficient in singing at sight with Latin syllables (do, re, mi, etc.) and with text. This course involves the study of elementary theory, tone, and rhythm, and should enable the student to recognize, visualize, sing, and write melodic phrases in all keys. Three periods a week for first and second quarters; two periods a week for third quarter. Three credits for first quarter; three credits for second quater; two credits for third quarter.

Music 231-232-233. Piano. The second-year requirements in piano are as follows: the second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year. One period of class work and one half-hour individual lesson a week for the session. One credit each quarter. An extra charge of $21.00 a quarter is made for this course, distributed as follows: Piano tuition, $18.00; piano practice fee, $3.00.

Music 241-242-243. Voice. Continuation of Voice 141-142-143 except of a more advanced character. One period of class work and one half-hour individual lesson a week. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter for use of piano.

Music 251-252-253. Organ. The course in organ offered in the first year is continued in the second year, with further studies in solo compositions of medium difficulty and accompaniments. Two periods a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter for use of organ.

Music 261-262-263. Violin. All the major scales are studied in two octaves, and the minor scales in one octave; broken chords, major and minor, in one octave; and studies from Kayser Book II and Sevcik Book I, Grand Detache, Martele, and staccato bowings are taught. More advanced pieces of contrasting style are introduced, with sight reading of simple pieces in the first position. Small class recitals and one public recital at the end of each quarter. One period of class work and one individual lesson a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter practice fee.

Music 301-302-303. Harmony. This course covers the study of chord relationship, application of correct principles of voice progression and harmonization of melodies, modulation, seventh and ninth chords, analysis, and original work. Three periods a week for the session. Three credits each quarter.

Music 331-332-333. Piano. The third-year requirements are the third eighteen theory lessons, all major, minor and chromatic scales, ear-training, sight-reading, memorizing, studies and compositions. Two periods a week for the session. One credit each quarter. An extra charge of $21.00 a quarter is made for this course, distributed as follows: Piano tuition, $18.00; piano practice fee, $3.00.

Music 341-342-343. Voice. A continuation of Voice offered in the second year. One period of class work and one half-hour individual lesson a week for the session. One credit each quarter. An extra charge of

$18.00 each quarter is made for this course, plus $3.00 a quarter for use of piano.

Music 351-352-353. Organ. A continuation of the course in Organ offered the second year. In addition to solo and accompaniment playing, modulation from one key to others is studied. Two periods a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter for use of organ.

Music 361-262-363. Violin. All major and minor scales in two octaves, fingered across the strings; chromatic scales in one octave; arpeggios (major and minor) in two octaves; bowing exercises from Sevcik Book, Kayser Book II, and Dont Op. 38; and work is started in the third position. Still more advanced pieces are studied along with sight reading of simple pieces, not beyond the third position. Solos and ensemble work are done in informal recitals, and one public recital at the end of each quarter. One private lesson and one class lesson a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter practice fee.

Music 401-402-403. History and Appreciation of Music. This course covers the study of musical development from its beginning through the contemporary period. All types of musical literature and instruments are studied. Three periods a week for the session. Three credits each quarter. Fee, fifty cents a quarter.

Music 431-432-433. Piano. The fourth-year requirements include the fourth group of theory lessons, all major, minor, and chromatic scales, arpeggios, ear-training, sight-reading, transposition, polyphony, and compositions in larger forms. The memory includes one sonata. The work in theory includes notation, history, harmony, and form and analysis. The application of the theory to the practical work is accomplished through ear-training, sight-reading, transposition, memorizing, and interpretation. Two periods a week for the session. One credit each quarter. An extra charge of $21.00 a quarter is made for this course, distributed as follows: Piano tuition, $18.00; piano practice fee, $3.00.

Music 441-442-443. Voice. A continuation of Voice offered in the third year, except of a more advanced character. One period of class work and one half-hour individual lesson a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter for use of piano.

Music 451-452-453. Organ. A continuation of the course in Organ offered the third year. In addition to solo work, accompanying, and modulation, the student is expected to improvise and transpose. Participation in recitals is expected of the fourth year student. Two periods a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter for use of organ.

Music 461-462-463. Violin. More difficult bowings are learned, and left hand technique, including playing in all the different positions. Studies from Schradieck and Dont violin books. Standard violin compositions are taught. Solo and ensemble playing in informal and public recitals. One private lesson and one class lesson a week for the session. One credit each quarter. An extra charge of $18.00 each quarter is made for this course, plus $3.00 a quarter practice fee.

Physical and Health Education

The purposes of this department are: (1) To give opportunity to exercise and to acquire such habits as are necessary for the conservation of health by intelligent attention to the laws of health and hygiene; (2) to correct insofar as possible, faults of posture and physical defects; (3) to acquaint prospective teachers with enough theory of physical education and playground management to enable them to teach the subject; (4) to acquaint prospective teachers with the physical, mental, and emotional characteristics of children of various play ages, and to emphasize the importance of choosing physical education activities which will meet the needs of the growing child from the first elementary grade through high school, thus bringing him material which is of fundamental interest to him.

Courses are also planned for playground directors and general health specialists.

Requirements for a Major in Physical Education

Completion of Curriculum VI (pages 69-70) is necessary for those desiring to teach Physical Education, and leads to the Bachelor of Science degree and the Collegiate Professional Certificate. Changes and adjustments in this curriculum will be made to meet the needs of those not desiring to teach.

Requirements for a Minor in Physical Education

	Qr. Hrs.
Physical Education 121-122-123	9
Physical Education 236	3
Physical Education 325-326-327	6
Physical Education, Electives	9

Notes:

1. The physical education costume is to be ordered after reaching college.

2. Unless excused by the college physician, every student must pass the swimming exemption test or Physical Education 215.

3. Health Education 100, Hygiene, is required of all students who are preparing to teach or who are candidates for the A. B. degree.

4. Physical Education 120, Fundamentals of Rhythmic Activity, and Physical Education 130, Games, are required of all students in Curricula I, II, and III.

5. Students who are recommended by the college physician to be excused from regular Physical Education shall report for a course in modified activity. Consult the head of the department.

Health Education 100. Hygiene. A course in fulfilment of the West Law of the State of Virginia. It includes a study of principles of health education, personal and community hygiene, social hygiene, mental hygiene, first aid, practice in giving physical examinations, and methods of hygiene instruction. Three periods a week for first quarter. Repeated each quarter. Three credits.

Physical Education 115. Beginner's Swimming. The purpose of this course is to enable the individual to overcome fear of the water, and be able to swim at least one length of the pool. It includes elements of swimming, such as correct breathing, back and face floating, elementary back stroke, and diving from the side of the pool. Three periods a week for first quarter. Repeated each quarter. One credit. Fee, 50 cents.

Physical Education 120. Fundamentals of Rhythmic Activities. Required of all students in Curricula I, II, and III. It includes fundamentals of rhythmic activities for children, leading up to and including singing games, folk dances, and basic elements of clog and tap dancing. Three periods a week for first quarter. Repeated each quarter. One credit.

Physical Education 121. Activities. Two periods a week of field hockey, two of speedball, two of tennis and three of swimming. Nine periods a week for first quarter. Three credits.

Physical Education 122. Activities. Three periods a week of folk dancing, two of swimming, two of individual gymnastics, and two of basketball. Nine periods a week for second quarter. Three credits.

Physical Education 123. Activities. Two periods a week of outdoor baseball, two of golf, two of creative dancing, and three of tennis. Nine periods a week for third quarter. Three credits.

Physical Education 130. Games. Required of all students in Curricula I, II, and III. Elementary games for grades one, two, three and four. Mass games, such as volleyball, fieldball, for upper grades and high school. Practice teaching within the group. Three periods a week for first quarter. Offered each quarter. One credit.

Physical Education 215. Swimming. Development of form and efficiency in the various strokes and plain front diving. After taking

this course, the individual should be able to pass the swimming exemption test. Three periods a week for first quarter. Repeated each quarter. One credit. Fee, 50 cents.

Physical Education 221. Activities. Two periods a week of field hockey, two of stunts and tumbling, two of golf. Six periods a week for first quarter. Two credits.

Physical Education 222. Activities. Two periods a week of clog and tap dancing, two of swimming, and two of indoor baseball. Six periods a week for second quarter. Two credits.

Physical Education 223. Activities. Two periods a week of games; two of creative dancing, two of track and field. Six periods a week for third quarter. Two credits.

Physical Education 236. Leadership in Community Recreation. Required of all majors and minors. Three periods a week for first quarter. Three credits.

Physical Education 237-238. Applied Anatomy and Kinesiology. Prerequisite: Biology. Required of all majors in physical education. A study is made of the bones, joints, and muscles of the body in order that the student may understand the mechanical and muscular problems involved in physical activity. Emphasis is placed upon problems of posture, locomotion, sport skills, dancing movements, and other activities of importance to physical education. Three periods a week for second and third quarters. Three credits each quarter.

Physical Education 240. Modified Activity. Students who are physically unable to participate in the more strenuous activities are taught remedial postural exercises and games suited to their abilities. Three periods a week for first quarter. Repeated each quarter. One credit.

Physical Education 241. Outdoor Baseball. Three periods a week for third quarter. One credit.

Physical Education 242. Beginner's Basketball and Indoor Baseball. Three periods a week for second quarter. One credit.

Physical Education 243. Beginner's Creative Dancing. Training of rhythmic sense in fundamental activities such as running, skipping, leaping; development of skill and co-ordination in bodily movement, and development of creative powers of each individual through simple dance composition, particularly in relation to modern dance as an art. Three periods a week for second quarter. One credit.

Physical Education 244. Folk and Social Dancing. Prerequisites: Fundamentals of Rhythmic Activities. A more advanced course in folk, national and character dancing, and group instruction in the generally accepted social dancing such as fox trot and waltz. Three periods a week for third quarter. One credit.

Physical Education 245. Beginner's Golf. Three periods a week for first quarter. Repeated third quarter. One credit.

Physical Education 246. Beginner's Field Hockey. Three periods a week for first quarter. One credit.

Physical Education 247. Beginner's Soccer and Speedball. Three periods a week for first quarter. One credit.

Physical Education 248. Archery. Three periods a week for first and third quarters. One credit.

Physical Education 249. Beginner's Tennis. Three periods a week for first and third quarters. One credit.

Physical Education 311. Health Exam. and First Aid. Required of all majors in physical education. Prerequisites: Biology; Applied Anatomy and Kinesiology; The Theory of Individual Gymnastics. A careful study is made of the common diseases and the latest and most useful methods of first aid. The course prepares the student to assist in and supervise physical examinations. Offered in alternate years. Three periods a week for second quarter. Three credits.

Physical Education 312. Individual Gymnastics and Massage. Required of all majors in Physical Education. Prerequisites: Biology; Applied Anatomy, and Kinesiology. A careful study is made of such bodily defects as lend themselves to treatment by means of exercise and massage. The principles underlying such treatment are thoroughly covered, and visits are made to hospitals and clinics in Washington and Richmond. Offered in alternate years. Three periods a week for first quarter. Three credits.

Physical Education 315. Advanced Swimming. Development of speed and endurance in swimming and skill in diving. Three periods a week for first quarter. Repeated each quarter. One credit. Fee, 50 cents.

Physical Education 321. Activities. Two periods a week of games; two of tennis; two of speedball and soccer. Six periods a week for first quarter. Two credits.

Physical Education 322. Activities. Two periods a week of clog and tap dancing; two of stunts and tumbling; two of basketball. Six periods a week for second quarter. Two credits.

Physical Education 323. Activities. Two periods a week of outdoor baseball; two of creative dancing; two of archery. Six periods a week for third quarter. Two credits.

Physical Education 325-326-327. Coaching Athletic Activities. Required of majors and minors in physical education. Not open to freshmen or sophomores. A study of the history, literature, rules, technique, methods of coaching and officiating in various sports. First quarter: Field hockey, soccer, tennis, speedball. Second quarter: Dancing, swimming, basketball, stunts. Third quarter: Indoor and outdoor baseball, track and field, archery, golf. Two periods a week for the session. Two credits each quarter.

Physical Education 342. Advanced Basketball and Indoor Baseball. Three periods a week for second quarter. One credit.

Physical Education 344. Tap and Clog Dancing. Prerequisite: Fundamentals of Rhythmic Activities. Simple clog and tap routines progressing in difficulty; complete analysis of fundamental steps, and

original routines worked out using fundamentals learned. Three periods a week for first quarter. One credit.

Physical Education 346. Advanced Field Hockey. Three periods a week for first quarter. One credit.

Physical Education 347. Advanced Soccer and Speedball. Three periods a week for first quarter. One credit.

Physical Education 415. Life Saving. Instruction in modern methods of life saving and water front protection as outlined by the American Red Cross. Those who pass the course are qualified as Senior Red Cross Life Savers. A field representative from Washington gives the Examiners' course. Three periods a week for second quarter. One credit. Fee, 50 cents.

Physical Education 421-422-423. Activities. Officiating and coaching practice in college classes. Nine periods a week for session. Three credits each quarter.

Physical Education 431. History of Physical Education. A study of the development of physical education. The viewpoint gained from this course should serve as a basis for interpreting present trends in physical education and their relation to general education. Offered in alternate years. Two periods a week for first quarter. Two credits.

Physical Education 433. Camp Craft. The history, aims, ideals, requirements and standards of Campfire and Scouting and similar organizations are studied. Theory and practical work in conducting hikes, camp cooking, camp craft, etc., are given. The course is particularly interesting to girls who wish to be counselors in summer camps. Four periods a week for third quarter. Two credits.

Science

The work of this department is planned to give the student a specialized knowledge in certain fields of science; to give the necessary foundation in other departments where science is used; and to prepare teachers of science.

Requirements for a Major in Science

	Qr. Hrs.
Biology 121-122-123	9
Chemistry 211-212-213	9
Two junior or senior Science courses	18

Requirements for a Minor in Science

	Qr. Hrs.
Biology 121-122-123	9
Chemistry 211-212-213	9
One junior or senior Science course	9

Students who expect to teach Science should consult the Registrar before choosing junior and senior Science courses.

BIOLOGY

Biology 121. General Botany. This course deals with the structure, functions, and environment of plants. Fundamental processes are stressed. Lectures, discussions, field excursions, and the laboratory are employed. Two single and one double period a week for first quarter. Three credits. Fee, $3.00.

Biology 122. General Zoology. Prerequisite, Biology 121. In this course fundamental biological principles are developed through the study of type animals of the vertebrate and invertebrate groups. Lectures, discussions, field excursions, and the laboratory are employed. Two single and one double period a week for second quarter. Three credits. Fee, $3.00.

Biology 123. Human Biology. Prerequisite: Biology 122. This course gives the biological basis for an understanding of the structure and functioning of the human body. The systems and their interrelationships are studied in such detail as time permits. Lectures, discussions, and the laboratory are employed. In the laboratory, preserved organs, models, charts, microscopic slides of tissues, and early living embryos of the chick are studied. One double and two single periods a week for third quarter. Three credits. Fee, $3.00.

Biology 331. Mycology. Prerequisite: Biology 121-122-123. This course acquaints the student with the classification and morphology of the fungi. The Basidiomycetes and Fungi imperfecti are studied. Each student is expected to prepare an herbarium of the local fungi. Emphasis is placed on the fungi of greatest economic importance. One single and two double periods a week for first quarter. Three credits. Fee, $3.00. Offered in 1935-36 and alternate years.

Biology 332. Mycology. Prerequisite: Biology 121-122-123. This is a continuation of Biology 331, dealing with the Phycomycetes and Ascomycetes. One single and two double periods a week for second quarter. Three credits. Fee, $3.00. Offered in 1935-36 and alternate years.

Biology 333. Plant Pathology. Prerequisite: Biology 121-122-123. Laboratory and lecture work dealing with the more important plant diseases. Diseases of ornamental plants are emphasized. Detailed study of these diseases is used to bring out the fundamental principles of pathology, such as the nature, cause, and the control of plant diseases. One single and two double periods a week for third quarter. Three credits. Fee, $3.00. Offered in 1935-36 and alternate years.

Biology 341. Field Zoology. Prerequisite: Biology 121-122-123. Lecture, laboratory, and field study of the common wild animals of the region, with emphasis on classification, animal behavior, and ecological conditions. Teaching collections are made. One single and one double period a week, plus six Saturday field trips during the quarter. First quarter. Three credits. Laboratory fee, $3.00. Offered in 1935-36 and alternate years.

Biology 342. Bacteriology. Prerequisite: Biology 123 and preferably Chemistry 213. A general course, including laboratory work in culturing, isolating, staining, and describing bacteria and related forms, and library and lecture work on phases of economic importance. One single and two double periods a week for second quarter. Three credits. Fee, $3.00.

Biology 343. Heredity and Eugenics. Prerequisite: Biology 123. A study of the more important laws of heredity, and their applications to domesticated plants and animals, and to inheritance in human beings. One single and two double periods a week for third quarter. Three credits. Laboratory fee, $3.00. Offered in 1935-36 and alternate years.

Biology 351. Plant Physiology. Prerequisite: Biology 121-122-123. This course deals with the vital activities of plants, such as photosynthesis, respiration, absorption, translocation, response to stimuli, etc. One single and two double periods a week for first quarter. Three credits. Fee, $3.00. Offered in alternate years. Not given in 1935-36.

Biology 352. Plant Anatomy. Prerequisite: Biology 121-122-123. A course dealing with the internal structure of the vascular plants. A study is made of the origin, development, and relation of tissues to the functions of organs. One single and two double periods a week for second quarter. Three credits. Fee, $3.00. Offered in alternate years. Not given in 1935-36.

Biology 353. Field Botany. Prerequisite: Biology 121-122-123. This course acquaints the student with the local seed plants and ferns. Emphasis is placed on wild plants but the cultivated plants receive some attention. Students are expected to make collections of local plants, to identify them, and to prepare keys. One single and two double periods a week for second quarter. Three credits. Fee, $3.00. Offered in alternate years. Not offered in 1935-36.

Biology 361. Invertebrate Zoology. Prerequisite: Biology 121-122-123. Study of representatives of the invertebrate groups not included in Biology 122, including the anatomy of the adult, life history, habits, distribution, and phylogeny. Lectures, laboratory, and demonstration. Two double and one single period a week for first quarter. Three credits. Laboratory fee, $3.00. Offered in alternate years. Not offered in 1935-36.

Biology 362. Vertebrate Zoology. Prerequisite: Biology 121-122-123. Comparative anatomy, development, and phylogeny of the vertebrates. Two double and one single period a week for second quarter. Three credits. Laboratory fee, $3.00. Offered in alternate years. Not offered in 1935-36.

Biology 363. Vertebrate Embryology. Prerequisite: Biology 121-122-123, and preferably Biology 362. The embryology of birds and mammals. Lectures, demonstrations and individual laboratory work. One single and two double periods a week for third quarter. Three credits. Laboratory fee, $3.00. Offered in alternate years. Not offered in 1935-36.

Biology 373. Physiology. Prerequisite: Biology 121-122-123. A study of the functioning of the systems of the body with emphasis on basic physiological principles. One double and two single periods a week for third quarter. Three credits. Laboratory fee, $3.00.

CHEMISTRY

Chemistry 211. Inorganic Chemistry. This course acquaints the student with the fundamental laws of chemistry. The most important of the non-metallic elements are studied. One double and two single periods a week for first quarter. Three credits. Fee, $3.00. Contingent deposit, $2.00 for the session.

Chemistry 212. Inorganic Chemistry. Prerequisite: Chemistry 211 or its equivalent. This course is a continuation of Chemistry 211 and covers the study of the metallic elements. One double and two single periods a week for second quarter. Three credits. Fee, $3.00.

Chemistry 213. Inorganic Chemistry. Prerequisite: Chemistry 211 and 212 or equivalent. This course completes the study of the metallic elements and introduces the student to elementary organic chemistry. The laboratory work introduces the student to elementary qualitative analysis. One double and two single periods a week. Three credits. Fee, $3.00.

Chemistry 301-302-303. Qualitative Analysis. Prerequisite: Chemistry 211-212-213 or equivalent. This course covers briefly the theory and practice of qualitative analysis. One single and two double periods a week for the session. Three credits a quarter. Fee, $3.00 a quarter. Contingent deposit, $2.00 for the session.

Chemistry 311. Organic Chemistry. Prerequisite: Chemistry 211-212-213 or equivalent. This course is planned to give the student an introduction to the aliphatic compounds. One double and two single periods a week for first quarter. Three credits. Fee, $3.00. Contingent deposit, $2.00 for the session.

Chemistry 312. Organic Chemistry. Prerequisite: Chemistry 311 or equivalent. This course is designed to introduce the student to the aromatic compounds. One double and two single periods a week for second quarter. Three credits. Fee, $3.00.

Chemistry 313. Biological Chemistry. Prerequisite: Chemistry 311 and 312 or equivalent. This course comprises the study of foods, digestion, nutrition, etc. One double and two single periods a week for third quarter. Three credits. Fee, $3.00.

Chemistry 431, 432, 433. Quantitative Analysis. Prerequisite: Chemistry 301, 302, and 303 or equivalent. This course introduces the student to the theory and technique of quantitative analysis. One single and two double periods a week for the session. Three credits a quarter. Fee, $3.00 a quarter. Contingent deposit, $2.00 for the session. Offered in alternate years. Not offered in 1935-36.

GENERAL SCIENCE

Science 111-112-113. General Science. The courses outlined below are intended mainly for students preparing to teach General Science. In addition to the study of standard texts, the work embraces projects, reports, demonstrations, and individual laboratory work. In case juniors or seniors take this course, they will be required to do

sufficient extra work to put the course on a junior-senior college level. Science 411-412-413 will be the science for juniors and seniors.

Science 111. General Science. This course includes an introduction to such topics as earth studies, air, weather, food, fuels, etc. One double and two single periods a week for first quarter. Three credits. Fee, $2.50. Contingent deposit, $1.00 for the session.

Science 112. General Science. This course includes the study of water, sound and electricity. One double and two single periods a week for second quarter. Three credits. Fee, $2.50.

Science 113. General Science. This course includes the study of such topics as machines, light, transportation, clothing, etc. One double and two single periods a week for third quarter. Three credits. Fee, $2.50.

Physics

Physics 401. This course covers briefly the main topics in mechanics. One double and two single periods a week for first quarter. Three credits. Fee, $3.00. Contingent deposit, $2.00 for the session.

Physics 402. This course covers the topics of heat and electricity. One double and two single periods a week for second quarter. Three credits. Fee, $3.00.

Physics 403. This course covers sound and light. One double and two single periods a week for third quarter. Three credits. Fee, $3.00.

CANDIDATES FOR B. S. DEGREE

Abbey, Marika Suzanne
Akers, Kathleen Elizabeth

Ballard, Mary Frances
Barrett, Margaret Anderson
Basler, Mamie Olivia
Blanks, Nell Clair
Blythe, Frances Nelson
Boley, Elisabeth Glenn
Bowie, Lucy Catherine
Burruss, Isabel Meredith
Butler, Chalie Mae

Carter, Mary Louise
Cashion, Urple Samantha
Chiles, Evelyn Nevette
Cooper, Alice Lorene
Crafton, Maryjane Scott
Currie, Phyllis Eleanor

Daniel, Eddye Eugenia
Dickinson, Dorothy Waller
Dunlap, Gatewood Lewis

Eastham, Virginia Fisher

FitzGerald, Viola
Folger, Loretta Marie
Ford, Eleanor Gray
Foy, Mary Theresa

Galloway, Alexina Vance
Gibb, Ella Mae
Gillette, Minnie Thomas
Griffith, Gladys Elizabeth

Hayes, Lillian Marden
Heflin, Marian Elizabeth
Herr, Grace Elizabeth
Himich, Elvira Bertha
Holland, Nora Virginia

Krafft, Marie Elizabeth
Kraft, Clara Josephine Alfreda
Knott, Dorothy Evelyn
Levin, Florence Cecilia
Lewis, Hattie Ellice
Lewis, Helena Emory

McCalley, Charlotte Pattie
Mallory, Helen Logan
Mays, Frances Agatha
Membrino, Pauline Ethel
Minor, Mary Elizabeth
Monta, Genevieve Josephine
Motley, Edney Elizabeth
Murdoch, Evelyn Page

Nolan, Doris Lucille

Page, Mary Elizabeth
Payne, Mary Etta
Phillips, Catherine Baldwin
Pierce, Myra Alease

Rankin, Mary Virginia
Richardson, Elizabeth Higgins
Roane, Hulda Rebecca
Rowell, Edith Edwards
Roy, Mary Lucille

Scales, Leota Camille
Seay, Dorothy Mae
Shurtleff, Helen Isabelle
Slater, Emily Gladys
Smith, Irmalee
Stephens, Dorothy Payne

Thomas, Eleanor Amelia
Tillery, Frances Ann

Whaley, Frances Kathleen
Whitehead, Ruth Eloise

Yancey, Marjorie Alpheus
Yeatts, Marguerite Pearson

CANDIDATES FOR THE TWO-YEAR DIPLOMA

Arritt, Dorothy Marie
Ashbrook, Merian Eleanor

Bailey, Annie Laurie
Bane, Dorothy Anderson
Beazley, Temple Lee
Bevard, Dorothy Lillian
Booth, Lillian Marie
Broaddus, Mary Temple
Brown, Susan Frances
Buckley, Helen Virginia

Charles, Norine Paige
Cockrell, Louise Virginia
Crute, Ann Carolyn

Daniel, Virginia Mae

Edwards, Eura
Eller, Marian Carleton
Ellis, Mary Virginia

Faulconer, Elizabeth Keeling
Foster, Dora Armistead

Holmes, Lois Gaye
Hunnicutt, Florence Ryland

Kirkwood, Frances Mary

Lipscomb, Virginia Ann

Mills, Doris Virginia
Moody, Virginia Rose

Nicholson, Elsie Virginia

Patch, Gladys Lucille
Perkins, Katherine Magruda
Pierce, Genevieve Gill
Price, Grace Claiborne

Richardson, Virginia Ardelia

Silver, Rebecca Irene
Simmons, Louise Leffingwell
Skidmore, Barbara Ann
Smith, Ida Louise

Taliaferro, Nina Katherine
Tanner, Christine Maria
Tanner, Helen Banks

Vasko, Bessie

Walker, Lucy
Wallace, Helene Dickenson
Weddle, Rheba Verile
Webb, Emily Elizabeth
Whitaker, Martha Virginia

Zappulla, Mary Josephine

REGISTER OF COLLEGE STUDENTS

Session 1934-35

Abbey, Betty Regina ---------- Fredericksburg, Va.
Abbey, Marika Suzanne ---------- Fredericksburg, Va.
Akers, Kathleen Elizabeth ---------- Roanoke, Va.
Allen, Anne ---------- Vicksburg, Miss.
Allen, Blanche Catherine ---------- Berthaville, Va.
Allen, Dorothy Belle ---------- Berthaville, Va.
Allen, Dorothy Jane ---------- Marion, Va.
Alrich, Audrey Ella ---------- Fredericksburg, Va.
Alrich, Jane Frazier ---------- Fredericksburg, Va.
Americus, Marian Celesta ---------- Wyoming, Del.
Anderson, Joyce ---------- Hampton, Va.
Andrews, Evelyn Lucile ---------- Martinsville, Va.
Ap Jones, Helen ---------- Washington, D. C.
Appleton, Mary Bibb ---------- Chevy Chase, Md.
Armentrout, Anna Laura ---------- Richmond, Va.
Armistead, Katharine H. ---------- Hampton, Va.
Arritt, Dorothy Marie ---------- Covington, Va.
Ashbrook, Merian Eleanor ---------- Richmond, Va.
Asher, Mildred Moore ---------- West Point, Va.
Ashley, Rubie Lee ---------- Chancellor, Va.
Austin, Jane Milnes ---------- Stony Point, Va.

Bailey, Alma Emma ---------- Unionville, Conn.
Bailey, Annie Laurie ---------- Wakefield, Va.
Ball, Dorothy Vandergrift ---------- Richmond, Va.
Ball, Elisabeth ---------- Clarendon, Va.
Ball, Virginia ---------- Clarendon, Va.
Ballance, Dorothy Inez ---------- Hickory, Va.
Ballard, Mary Frances ---------- Exmore, Va.
Bane, Dorothy Anderson ---------- Oceana, Va.
Barrett, Margaret Anderson ---------- Richmond, Va.
Basler, Olivia Mamie ---------- Suffolk, Va.
Battista, Helen Pauline ---------- Farmington, Conn.
Baxter, Anne Maxine ---------- Norfolk, Va.
Bays, Mary Louis ---------- Bedford, Va.
Beane, Grace Hinton ---------- Miskimon, Va.
Beaton, Claudia Thomas ---------- Boykins, Va.
Beattie, Lelia Dixon ---------- Alexandria, Va.
Beazley, Temple Lee ---------- Saluda, Va.
Beckwith, Mary Elizabeth ---------- Fredericksburg, Va.
Beery, Mary Hutt ---------- Wilmington, N. C.
Bell, Isabel Agatha ---------- Brooklyn, N. Y.
Bell, Mary Elizabeth ---------- Cherrydale, Va.
Bennett, Marzie ---------- Walterboro, S. C.
Bevard, Dorothy Lillian ---------- Waverly, Va.
Bickers, Evelyn ---------- Culpeper, Va.
Binns, Virginia May ---------- Fredericksburg, Va.
Blackman, Louise Virginia ---------- Selma, N. C.
Blankinship, Vernie Hoge ---------- Clifton Forge, Va.
Blanks, Nell Clair ---------- Long Island, Va.

Blasdel, Irene Compton ---------- Swarthmore, Penna.
Blythe, Frances Nelson ---------- Franklin, Va.
Bodine, Mary Wood ---------- Bowling Green, Va.
Boley, Elisabeth Glenn ---------- Pulaski, Va.
Booth, Lillian ---------- Dodyt, Va.
Boswell, Lillian Elizabeth ---------- Ballston, Va.
Bourke, Abbie ---------- Portsmouth, Va.
Bowes, Eleanor Pauline ---------- Clearfield, Penna.
Bowie, Lucy Catherine ---------- Warrenton, Va.
Boxley, Margaret Ann ---------- Bumpass, Va.
Boyd, Virginia Mae ---------- Franklin, Va.
Boyle, Marguerite ---------- Callao, Va.
Bradford, Catherine Anne ---------- Flint Hill, Va.
Bradshaw, Helen Juanita ---------- Franklin, Va.
Brent, Elizabeth Faulkner ---------- Fredericksburg, Va.
Brewer, Margaret Sparks ---------- South Norfolk, Va.
Bricker, Dorothy ---------- Shenandoah, Va.
Bricker, Hazel Escue ---------- Shenandoah, Va.
Broaddus, Mary Temple ---------- Bagby, Va.
Brooks, Kathryn ---------- Columbus, Ga.
Brothers, Blanche Lister ---------- St. Brides, Va.
Brower, Jane Compton ---------- Front Royal, Va.
Brown, Belle ---------- Pennington Gap, Va.
Brown, Katherine Loftin ---------- Alexandria, Va.
Brown, Catherine ---------- Vinton, Va.
Brown, Dorothy ---------- Fairfax, Va.
Brown, Mary Elizabeth ---------- Hampton, Va.
Brown, Preston ---------- Schley, Va.
Brown, Reginia ---------- Urbanna, Va.
Brown, Sue Ellen ---------- Winchester, Va.
Brown, Susan Frances ---------- Richmond, Va.
Brown, Virginia Bradenham ---------- West Point, Va.
Browne, Margaret Alexander ---------- Fredericksburg, Va.
Browning, Nancy Bolling ---------- Falmouth, Va.
Bruce, Harriet Clarissa ---------- Richmond, Va.
Buckley, Helen Virginia ---------- Clifton Station, Va.
Buckner, Mildred Stuart ---------- Hood, Va.
Bunn, Marguerite Allyn ---------- Newsoms, Va.
Burgess, Katherine M. ---------- Chester, Va.
Burrmann, Dorothee Marie ---------- Fredericksburg, Va.
Burruss, Isabel Meredith ---------- Spotsylvania, Va.
Burt, Henrietta Florence ---------- Hilton Village, Va.
Butler, Chalie Mae ---------- Wake, Va.
Butler, Elaine ---------- Carrsville, Va.
Byrd, Essie Marguerite ---------- Whaleyville, Va.

Cadmus, Ethel ---------- Portsmouth, Va.
Callahan, Frances Neil ---------- Rome, Ga.
Campbell, Anne Hill ---------- Sparta, Va.
Campbell, Beatrice Vie ---------- Covington, Va.
Carney, Fleet Murdough ---------- Portsmouth, Va.
Carney, Kathryn ---------- Churchland, Va.
Carswell, Ellen Elizabeth ---------- Macon, Ga.
Carter, Mary Louise ---------- Remlik, Va.
Carter, Mary Louise ---------- Haymarket, Va.
Carver, Elsie May ---------- Fredericksburg, Va.

Cashion, Urple Samantha ---------- Winterpock, Va.
Cassell, Evelyn Costen ---------- Portsmouth, Va.
Chamberlain, Lydia Catherine ---------- Gettysburg, Va.
Chamblin, Helen Roberta ---------- Round Hill, Va.
Chapman, Mary Charlotte ---------- Newport News, Va.
Chapman, Thomas Putnam ---------- Fairfax, Va.
Charles, Norine Paige ---------- Winston-Salem, N. C.
Cheshire, Dorothy Mae ---------- Oyster Bay, N. Y.
Chiles, Evelyn Nevette ---------- St. Petersburg, Fla.
Chittum, Dorothy Mildred ---------- Richmond, Va.
Clark, Elizabeth ---------- Williamsburg, Va.
Clark, Jacqueline ---------- Milford, Va.
Clark, Margaret Watson ---------- Grundy, Va.
Clark, Sylvia Reid ---------- Waynesboro, Va.
Clarke, Kathleen ---------- Alexandria, Va.
Clary, Mary Jack ---------- Bowling Green, Va.
Cloe, Lurma Jett ---------- Alexandria, Va.
Coburn, Charlton Virginia ---------- Narrows, Va.
Cockrell, Louise Virginia ---------- Brook Vale, Va.
Cockrell, Mary Dorothy ---------- Miskimon, Va.
Coleman, Frances Beverly ---------- Murat, Va.
Collier, Louise Marie ---------- Norton, Va.
Comann, Virginia Lee ---------- Norton, Va.
Compton, Constance ---------- Vinton, Va.
Cook, Nora Katherine ---------- Bluefield, W. Va.
Cook, Stella Mae ---------- Cleveland, Va.
Cooper, Alice Lorene ---------- Niles, Mich.
Cooper, Eloise Nancy ---------- Niles, Mich.
Cooper, Rhea ---------- Hampton, Va.
Copley, Lucy Mae ---------- Richmond, Va.
Coulbourn, Louise Temple ---------- Sweet Hall, Va.
Covington, Clarice Louise ---------- Kidds Fork, Va.
Cowles, Carmlette Linda ---------- Toano, Va.
Crabtree, Mary Allene ---------- Woodford, Va.
Crafton, Maryjane Scott ---------- Somerset, Va.
Creef, Thelma Gladys ---------- South Norfolk, Va.
Creel, Marie Margaret ---------- Alexandria, Va.
Crehan, Mary Ellen ---------- Boston, Mass.
Crockett, Emma Thorne ---------- Wytheville, Va.
Crockett, Jessie Marie ---------- Hampton, Va.
Crute, Ann Carolyn ---------- Baskerville, Va.
Currie, Phyllis Eleanor ---------- Kent, Conn.

Dameron, Virgie Marie ---------- Fairfax, Va.
Daniel, Anne Winston ---------- Hopewell, Va.
Daniel, Eddye Eugenia ---------- Hopewell, Va.
Daniel, Edna Mae ---------- Newport News, Va.
Daniel, Virginia Mae ---------- Volney, Va.
Daughtrey, Virginia Mae ---------- Norfolk, Va.
Davis, Catherine Vaughan ---------- Sharps, Va.
Davis, Emily ---------- Norton, Va.
Davis, Helen Audrey ---------- Kilmarnock, Va.
Davis, Helen Moore ---------- Lorton, Va.
Davis, Virginia Belle ---------- Sharps, Va.
Davis, Virginia Jane ---------- Staunton, Va.
Day, Emmett Milton ---------- Fairfax, Va.

Deckert, Nona Irene ---------- Syracuse, N. Y.
Deitrick, Virginia ---------- Dumbarton, Va.
Dement, Marjorie Hannah ---------- Dahlgren, Va.
Dennis, Mary Louise ---------- Nassawadox, Va.
Dew, Alice Perkins ---------- Fredericksburg, Va.
Dickinson, Dorothy Waller ---------- Fredericksburg, Va.
Dickinson, Susie Eager ---------- Mobile, Ala.
Dillard, Margaret ---------- Fincastle, Va.
Dixon, Mildred ---------- Vernon Hill, Va.
Dolby, Louise Virginia ---------- Disputanta, Va.
Dolph, Leah ---------- Alexandria, Va.
Downing, Ella Smyth ---------- Fayetteville, N. C.
Dressler, Ida Vashtie ---------- Covington, Va.
Dressler, Marguerite Virginia ---------- Fort Monroe, Va.
Drum, Gladys Rachel ---------- Catawba, N. C.
Dryden, Catherine Elizabeth ---------- Vineland, N. J.
Duff, Gladys Olia ---------- Charlottesville, Va.
Duke, Anne Carter ---------- Carney's Point, N. J.
Dunbar, Vivian Catherine ---------- Roselle Park, N. J.
Dunlap, Gatewood ---------- Lexington, Va.
Dunn, Estelle Carolyn ---------- Bowling Green, Va.

Earnest, Katharine Virginia ---------- Richmond, Va.
Easley, Fuller Virginia ---------- Chatham, Va.
Eastman, Eleanor Evangeline ---------- Pulaski, Va.
Eastham, Virginia Fisher ---------- Flint Hill, Va.
Edge, Mildred Louise ---------- Columbus, Ga.
Edwards, Anne Elizabeth ---------- Highland Springs, Va.
Edwards, Elizabeth Bagby ---------- Fredericksburg, Va.
Edwards, Eura ---------- Murphy, Va.
Elam, Nettie B. ---------- Baskerville, Va.
Elgin, Polly ---------- Leesburg, Va.
Eller, Marian Carleton ---------- Chilhowie, Va.
Ellis, Virginia ---------- Savedge, Va.
Elmer, Louise Bleight ---------- Fredericksburg, Va.
Emerick, Margaret ---------- Purcellville, Va.
Epes, Martha Bland ---------- Blackstone, Va.
Evans, Thelma Inez ---------- Greenbush, Va.
Eyler, Marian Lee ---------- Chester, Va.

Fairey, Iva Lee ---------- Branchville, S. C.
Falls, Clara Morris ---------- Richmond, Va.
Faucett, Eleanor ---------- Georgetown, Del.
Faulconer, Elizabeth ---------- Orange, Va.
Fearnew, Verna Louise ---------- Staunton, Va.
Fennell, Mary Kirby ---------- Richmond, Va.
Ferguson, Frances Christine ---------- Clifton Station, Va.
Ferrara, Zula Frances ---------- Fredericksburg, Va.
Fiorentino, Lena ---------- Petersburg, Va.
Fisher, Evelyn Redfern ---------- Strasburg, Va.
FitzGerald, Viola ---------- Fredericksburg, Va.
Flaherty, Frances ---------- Hamlet, N. C.
Fleming, Avis Lacy ---------- Brokenburg, Va.
Flippo, Lucy Ella ---------- Doswell, Va.
Fogg, Mary Esther ---------- Mt. Landing, Va.
Folger, Loretta Marie ---------- Riverside, R. I.

Ford, Eleanor Gray ---------- Kennedyville, Md.
Forester, Hattie Mae ---------- Petersburg, Va.
Forrest, Ronelda ---------- Messick, Va.
Forrest, Virginia Ann ---------- Newport News, Va.
Foster, Dora Armistead ---------- Mathews, Va.
Foster, Lucile ---------- Miles Store, Va.
Foster, Eglenna Mary ---------- Salem, Va.
Fowler, Annie Laurie ---------- Newsoms, Va.
Fox, Hilda Hart ---------- Monterey, Va.
Fox, Maude Hollis ---------- Columbus, Ga.
Fox, Nannie Lippitt ---------- London, Eng.
Foy, Mary Theresa ---------- Winston-Salem, Va.
Frazer, Charlotte Walker ---------- Marshall, Va.
Fugate, Dorothy Wood ---------- Bristol, Va.
Fuller, Helen ---------- Chatham, Va.

Gaines, Frances ---------- Alexandria, Va.
Galloway, Vance Alexina ---------- Berryville, Va.
Garfinkel, Florence Alena ---------- Hopewell, Va.
Garrett, Edith Stark ---------- Jetersville, Va.
Gibb, Ella Mae ---------- Machipongo, Va.
Gibbons, Margaret Louise ---------- Winchester, Va.
Gibbs, Elsie Elizabeth ---------- Goode, Va.
Gilbert, Mary Frances ---------- Danville, Va.
Gillespie, Mamie Elizabeth ---------- Tazewell, Va.
Gillette, Louise Dorothy ---------- Franklin, Va.
Gillette, Minnie Thomas ---------- Franklin, Va.
Gillum, Helen Elizabeth ---------- Madison Mills, Va.
Glenn, Virginia Elizabeth ---------- Covington, Va.
Godwin, Anna Louise ---------- Windsor, Va.
Goodloe, Annie Rives ---------- Ashland, Va.
Goodman, Marian Ruth ---------- Portsmouth, Va.
Goodson, Sara Catherine ---------- Portsmouth, Va.
Goodwin, Ethel Winfred ---------- Orange, Va.
Goodwin, Fannie Lee ---------- Alexandria, Va.
Grammer, Helen Catherine ---------- Waverly, Va.
Grant, Frances Joseph ---------- Culpeper, Va.
Graves, Margaret ---------- Holladay, Va.
Gray, Kathryn Lee ---------- Vineland, N. J.
Green, Willie Fredericks ---------- Fredericksburg, Va.
Gregory, Ida Barrett ---------- Boydton, Va.
Griffin, Gertrude Grey ---------- Edgerton, Va.
Griffith, Gladys Eilzabeth ---------- Berwyn, Md.
Groome, Katherine ---------- Sterling, Va.

Hale, Armand Gardner ---------- Narrows, Va.
Haley, Elizabeth ---------- Toano, Va.
Harding, Margaret Atwaye ---------- Cradock, Va.
Hare, Annie Laurie ---------- Selma, N. C.
Hargis, Mildred Thomas ---------- Cape Charles, Va.
Harley, Edna ---------- Brunswick, Md.
Harrell, Doris Edward ---------- Whaleyville, Va.
Harris, Anna Mae ---------- Lignum, Va.
Harris, Helen ---------- Betterton, Md.
Harris, Virginia Anne ---------- Norfolk, Va.
Harris, Julia ---------- Orange, Va.

Harris, Louise May ---------- Lynchburg, Va.
Harris, Ruth Louise ---------- Oakmont, Penna.
Hart, Helen Elizabeth ---------- Wake, Va.
Hartley, Julia McDowell ---------- Buckner, Va.
Hawkins, Mary Grace ---------- Petersburg, Va.
Hayes, Lillian Marden ---------- Warsaw, Va.
Head, Lucy Fleet ---------- Penola, Va.
Heflin, Marian Elizabeth ---------- Berea, Va.
Herr, Grace Elizabeth ---------- Charlottesville, Va.
Hersh, Edna Melissa ---------- Fredericksburg, Va.
Hersh, Phyllis Gertrude ---------- Fredericksburg, Va.
Higgins, Madge Elizabeth ---------- Lorton, Va.
Hill, Helen Garnette ---------- Appalachia, Va.
Himich, Elvira Bertha ---------- Bridgeport, Conn.
Himich, Rose Margaret ---------- Bridgeport, Conn.
Hines, Ruby Iona ---------- Lynnhaven, Va.
Hisey, Margaretta ---------- Roanoke, Va.
Hitt, Lucile Kern ---------- Fredericksburg, Va.
Hodnett, Mildred ---------- Martinsville, Va.
Hoffman, Alberta Jane ---------- Ridgeway, S. C.
Holland, Nora Virginia ---------- Franklin, Va.
Holloway, Lucile Brockenbrough ---------- Port Royal, Va.
Holmes, Esther Gayle ---------- Fredericksburg, Va.
Holmes, Lois Gaye ---------- Fredericksburg, Va.
Horne, Marion Merle ---------- Danville, Va.
House, Margaret Alison ---------- Hampton, Va.
Howard, Betsy ---------- Fredericksburg, Va.
Howell, Elmer Dean ---------- Whaleyville, Va.
Huber, Edna Louise ---------- Spring Grove, Va.
Hudson, Myra Farmer ---------- Alexandria, Va.
Huff, Kathryn Randolph ---------- Honaker, Va.
Hundley, Marjorie Lena ---------- Hampton, Va.
Hunnicutt, Florence Ryland ---------- Stony Creek, Va.

Inge, Martha Virginia ---------- Alexandria, Va.
Inskeep, Mary Boswell ---------- Culpeper, Va.

Jacobs, Margaret Virginia ---------- Hanover, Va.
James, Elizabeth ---------- Alexandria, Va.
James, Tilly Trower ---------- Kendall Grove, Va.
Jeffries, Mildred Ethel ---------- Fairfax, Va.
Jenkins, Catherine Virginia ---------- Washington, Va.
Jenkins, Lola Evelyn ---------- Monroe Hall, Va.
Jenkins, Mary Ellen ---------- Washington, Va.
Jennings, Louise Mozelle ---------- Lynchburg, Va.
Jerr, Geraldine Viola ---------- Chevy Chase, Md.
Johnson, Elinor Irene ---------- Glen Allen, Va.
Johnson, Elizabeth Alice ---------- Narrows, Va.
Jones, Barbara Gerow ---------- Vineland, N. J.
Jones, Elizabeth Field ---------- Alexandria, Va.
Jones, Stuart H. ---------- Hartwood, Va.
Jones, Jessie Nell ---------- Glennville, Ga.
Jones, Laviolette Cunningham ---------- Fredericksburg, Va.
Jordan, Imogene Clark ---------- Emporia, Va.
Jordan, Virginia Mary ---------- Portsmouth, Va.
Joyner, Hildah Babcock ---------- Victoria, Va.

Joyner, Marye Elizabeth ---------- Hillsville, Va.

Kalnen, Elizabeth M. ---------- Castle Hayne, N. C.
Karsten, Marian ---------- Fredericksburg, Va.
Kearns, Olivia Meador ---------- Winston-Salem, N. C.
Keeton, Laura Virginia ---------- McKenney, Va.
Kelly, Cora Lee ---------- Alexandria, Va.
Kemp, Ann Biscoe ---------- Zebulon, N. C.
Kerlin, Kathleen Mary ---------- Nokesville, Va.
Kerr, Marion Sterling ---------- Clarendon, Va.
Kettenbeck, Mary Theresa ---------- Farmington, Conn.
King, Edna Virginia ---------- Portsmouth, Va.
King, Pauline Grace ---------- Norton, Va.
Kirkpatrick, Virginia Lee ---------- Kent Store, Va.
Kirkwood, Frances ---------- Sterling, Va.
Knight, Emma Thomas ---------- Washington, D. C.
Knott, Dorothy Evelyn ---------- Winston-Salem, N. C.
Koontz, Ruth Louise ---------- Clifton Station, Va.
Krafft, Marie Elizabeth ---------- Alexandria, Va.
Kraft, Clara Josephine ---------- Niles, Mich.
Kraft, Martha Hope ---------- Clifton Forge, Va.

Lafoon, Vivian Doris ---------- Alberta, Va.
Lamb, Peg ---------- Florence, S. C.
Landick, Winnie Taliaferro ---------- Kensington, Md.
Lawrence, Dorothy Elizabeth ---------- Norfolk, Va.
Lee, Mary Ellen ---------- Vineland, N. J.
Legum, Edith ---------- Norfolk, Va.
Lester, William Milton ---------- Alexandria, Va.
Levin, Florence C. ---------- Norfolk, Va.
Levin, Carl William ---------- Fairfax, Va.
Lewis, Hattie Ellice ---------- Emporia, Va.
Lewis, Helena Emory ---------- Village, Va.
Lewis, Mildred ---------- Bloxom, Va.
Liebenow, Frances Josephine ---------- Fredericksburg, Va.
Lineberry, Mary Martha ---------- Randleman, N. C.
Lipscomb, Ann Virginia ---------- Clarendon, Va.
Lockwood, Anne Niles ---------- Buchanan, Va.
Long, Margaret Elizabeth ---------- Townsend, Va.
Looney, Edith ---------- Grundy, Va.
Love, Anne Wilson ---------- Victoria, Va.
Lovering, Edna Millicent ---------- Clarendon, Va.
Lowe, Mary Elizabeth ---------- Upperville, Va.
Lowery, Mary Elizabeth ---------- News Ferry, Va.
Luther, Fay Christine ---------- Danville, Va.
Lynn, Charlotte ---------- Baxley, Ga.

McCalley, Charlotte Pattie ---------- Fredericksburg, Va.
McClaugherty, Helen Peck ---------- Narrows, Va.
McGee, Maria Louise ---------- Fredericksburg, Va.
McGee, Martha Sue ---------- Lawrenceville, Ga.
McGlaun, Sarah Ellen ---------- Cusseta, Ga.
McGuire, Dorothy Louise ---------- Clifton Forge, Va.
McIntire, Ruth Hendry ---------- Wilmington, N. C.
McLeod, Edna ---------- Bumpass, Va.
McLeod, Frances Elizabeth ---------- Cheraw, S. C.

McWhirt, Anna Elizabeth ---------- Fredericksburg, Va.
McWhirt, Edna Pauline ---------- Fredericksburg, Va.
Maffett, Eula Mabel ---------- Clarendon, Va.
Mallory, Helen Logan ---------- Lawrenceville, Va.
Manghum, Polly ---------- Falls Church, Va.
Mann, Beulah Zona ---------- St. Paul, Va.
Mansfield, Adelle ---------- Post Oak, Va.
Mara, Doris Joan ---------- Jackson Height, N. Y.
Marechal, Jeanne ---------- Fredericksburg, Va.
Marsh, Elizabeth Laura ---------- Miskimon, Va.
Marshall, Louise Franklin ---------- Jersey, Va.
Mason, Mary Ethel ---------- Fredericksburg, Va.
Mason, Winnie ---------- Belle Haven, Va.
Massie, Florence Kimbrough ---------- Massie's Mill, Va.
Mateer, Louise Marie ---------- Lexington, Va.
Mays, Frances Agatha ---------- Stony Creek, Va.
Mayse, Frances McClintic ---------- Purcellville, Va.
Membrino, Pauline Ethel ---------- Waterbury, Conn.
Mercer, Brown Frances ---------- Portsmouth, Va.
Miller, Dorothy Dell ---------- Atlanta, Ga.
Miller, Louise ---------- Norfolk, Va.
Miller, Mary Franklyn ---------- Washington, D. C.
Miller, Rita ---------- Fredericksburg, Va.
Miller, Violet Catherine ---------- Clinton, Md.
Mills, Doris Virginia ---------- Hornebyville, Va.
Milstead, Lois Annette ---------- Dahlgren, Va.
Minor, Mary Elizabeth ---------- Comorn, Va.
Minor, Minnie Virginia ---------- Comorn, Va.
Mitchell, Mary Ellen ---------- Columbus, Ga.
Money, Mary Elizabeth ---------- Vienna, Va.
Monta, Genevieve Josephine ---------- Elmer, N. J.
Moody, Virginia ---------- Beaverdam, Va.
Moore, Mary French ---------- Alexandria, Va.
Moore, Sara Margaret ---------- Fruitland, Md.
Morgan, Rachael ---------- Vicksburg, Miss.
Morris, Annie Mae ---------- Beaverdam, Va.
Morris, Evelyn Dupre ---------- Alexandria, Va.
Morris, M. Caroline ---------- Fredericksburg, Va.
Morrison, Lavinia Huston ---------- Fredericksburg, Va.
Moss, Elizabeth Claiborne ---------- Hampton, Va.
Moss, Frances Saunders ---------- Beaverdam, Va.
Motley, Edney Elizabeth ---------- Chatham, Va.
Motley, Ruby Frances ---------- Chatham, Va.
Murdoch, Evelyn Page ---------- Richmond, Va.
Muse, Wilhelmina Hoge ---------- Dante, Va.

Nash, Frances ---------- Fredericksburg, Va.
Nebelung, Kathryn Elizabeth ---------- Portsmouth, Va.
Nelson, Ethel Elizabeth ---------- Newport News, Va.
Nelson, Virginia ---------- Pilot Mountain, N. C.
Nichols, Margaret Grace ---------- Portsmouth, Va.
Nicholson, Virginia ---------- Hilton Village, Va.
Nixon, Evelyn Williams ---------- Winchester, Va.
Nolan, Doris Lucille ---------- Balboa Heights, C. Z.
Norris, Ruby Lee ---------- Hartfield, Va.
Northam, Virginia ---------- Church View, Va.

Omohundro, Miriam Bruce ---------- Farmers Fork, Va.
Osborn, Elizabeth ---------- Edgartown, Mass.
Otley, Louise Jeannette ---------- Purcellville, Va.
Owen, Juanita Helen ---------- Long Island, Va.
Owens, Lucille Hope ---------- Hampton, Va.

Page, Mary Elizabeth ---------- Blackstone, Va.
Palmer, Emma Virginia ---------- Washington, D. C.
Parcell, Miriam Taylor ---------- Fredericksburg, Va.
Parker, Ruby Evelyn ---------- Portsmouth, Va.
Partlow, Lotis Florine ---------- Washington, Va.
Patch, Gladys Lucille ---------- Glen Allen, Va.
Payne, Katheryn Ammonette ---------- Lorton, Va.
Payne, Lucy Calvert ---------- Warrenton, Va.
Payne, Mary Etta ---------- Berea, Va.
Pearman, Elizabeth O'Connell ---------- Petersburg, Va.
Pearson, Edith Costello ---------- Manassas, Va.
Penn, Billie Franklin ---------- Roanoke, Va.
Perkins, Esther Ella ---------- Delanco, N. J.
Perkins, Katherine M. ---------- Carson, Va.
Perrone, Mary Egerton ---------- San Juan, P. R.
Peters, Martha Lillian ---------- Lynchburg, Va.
Peterson, Lois Christine ---------- Unionville, Conn.
Phillips, Alice Marie ---------- Rotan, Tex.
Phillips, Catherine Baldwin ---------- Round Hill, Va.
Phillips, Mary-Paul ---------- Waynesboro, Va.
Phillips, Sue ---------- Rotan, Tex.
Phippins, Sara Louise ---------- Owenton, Va.
Pierce, Alease ---------- Suffolk, Va.
Pierce, Genevieve Gill ---------- Rectortown, Va.
Pierson, Alice Louise ---------- Ethel, Va.
Pierson, Lucy Lelia ---------- Fredericksburg, Va.
Piland, Selma May ---------- Holland, Va.
Pitt, Mary Lena ---------- Rocky Mount, N. C.
Plante, Isabella Jeannette ---------- Worcester, Mass.
Pollard, Ava Catherine ---------- Portsmouth, Va.
Poole, Doris Estelle ---------- Carson, Va.
Potter, Alma ---------- Beaufort, N. C.
Potter, Lorene Moffette ---------- Bowling Green, Va.
Powell, Nancy Grace ---------- Rocky Mount, N. C.
Powell, Virginia Belle ---------- Hampton, Va.
Pressley, Helen Wade ---------- Elk Ridge, Md.
Preston, Ruth Ellen ---------- Balboa Heights, C. Z.
Price, Grace Claiborne ---------- Gretna, Va.
Price, Jean Margaret ---------- Monkton, Md.
Pritchett, Lucy Emily ---------- Chancellor, Va.
Pullman, Mary Hilda ---------- Alexandria, Va.
Purks, Agnes Louise ---------- King George, Va.
Purks, Alice Marie ---------- King George, Va.

Radcliffe, Henrietta Bowie ---------- Upper Marlboro, Md.
Ramey, Dorothy Frances ---------- Fredericksburg, Va.
Rankin, Mary Virginia ---------- Gordonsville, Va.
Ratcliffe, Flossie Annella ---------- Falmouth, Va.
Ratcliffe, Jackie Rissie ---------- Davenport, Va.
Rawlings, Erline ---------- North Emporia, Va.

Reed, Mary Elizabeth ---------- Saranac Lake, N. Y.
Remsen, Ella Harriet ---------- Augusta, Ga.
Reely, Martha Elizabeth ---------- Alexandria, Va.
Reynolds, Beatrice Elizabeth ---------- Narrows, Va.
Reynolds, Corinne Elizabeth ---------- Chatham, Va.
Reynolds, Dovie Akers ---------- Fredericksburg, Va.
Reynolds, Irene Mildred ---------- Orange, Va.
Rhoades, Zillah ---------- Culpeper, Va.
Rhodes, Jane ---------- Winchester, Va.
Richardson, Elizabeth H. ---------- Waverly, Va.
Richardson, Virginia ---------- Toano, Va.
Ricks, Della Elizabeth ---------- Blacksburg, Va.
Riddleberger, Nancy French ---------- Strasburg, Va.
Rife, Corah Alice ---------- Smithfield, Va.
Riggs, Evelyn Pauline ---------- Norfolk, Va.
Roane, Hulda Rebecca ---------- Roanes, Va.
Roberts, Mary Catherine ---------- Marshall, N. C.
Robertson, Charlotte Cochran ---------- Rectortown, Va.
Robinson, Julia Frances ---------- Beverlyville, Va.
Robinson, Margaret Virginia ---------- Elkton, Va.
Robinson, Mary Elizabeth ---------- Norfolk, Va.
Rogers, Ina Belle ---------- Freeman, Va.
Rogers, Sarah S. ---------- Newport News, Va.
Roper, Evelyn Minerva ---------- Cradock, Va.
Rose, Laura Evelyn ---------- Langley Field, Va.
Rose, Shirley Virginia ---------- Franklin, Va.
Rose, Welthy Audrey ---------- Richmond, Va.
Rothgeb, Lucille ---------- Luray, Va.
Rountree, Elizabeth Phillips ---------- Hampton, Va.
Rouse, Mollie Louise ---------- Hopewell, Va.
Rowe, Ella Gordon ---------- Norton, Va.
Rowe, Emily Clay ---------- Fredericksburg, Va.
Rowe, Margaret Carolyn ---------- Lorton, Va.
Rowe, Mary Frances ---------- Fredericksburg, Va.
Rowe, Virginia Corrine ---------- Fredericksburg, Va.
Rowell, Edith Edwards ---------- Surry, Va.
Rowlett, Florence Ernestine ---------- Richmond, Va.
Roy, Lucille ---------- Worcester, Mass.
Ruben, Miriam ---------- Norfolk, Va.
Ruff, Mary Lily ---------- Bedford, Va.
Ryan, Flora Ruby ---------- Falls Church, Va.

Sandy, Frances Atwill ---------- Montross, Va.
Sanford, Garland E. ---------- Oldhams, Va.
Scales, Leota Camille ---------- Fredericksburg, Va.
Schwarz, Agathe ---------- Fredericksburg, Va.
Schools, Nannie Marshall ---------- Farnham, Va.
Schultz, Grace Elizabeth ---------- Citronelle, Ala.
Scott, Charlotte Elizabeth ---------- Rome, Ga.
Seay, Dorothy Mae ---------- Norfolk, Va.
Shaffer, Hettrick Dorothy ---------- Norfolk, Va.
Shapleigh, Bertha Merrill ---------- Eastham, Va.
Sharpe, Elsie Margaret ---------- Portsmouth, Va.
Shelton, Billie Harriett ---------- Stella, Va.
Sherman, Frances ---------- Norfolk, Va.
Sherwood, Margaret Belle ---------- North Emporia, Va.

Showard, May Lawrence ---------- Chincoteague, Va.
Shreve, Eleanor Southern ---------- Dunn Loring, Va.
Shuman, Reva Jean ---------- Portsmouth, Va.
Shumate, Frances ---------- Phoebus, Va.
Shurtleff, Helen Isabelle ---------- Edgartown, Mass.
Silver, Rebecca Irene ---------- Fredericksburg, Va.
Simmons, Eva May ---------- Boykins, Va.
Simmons, Louise ---------- Kilmarnock, Va.
Skidmore, Barbara Ann ---------- Alexandria, Va.
Slater, Emily Gladys ---------- Enfield, Va.
Slayton, Mary Elizabeth ---------- Victoria, Va.
Sloope, Ruby Dollemma ---------- Charlotte, N. C.
Smith, Cary Ambler ---------- Fredericksburg, Va.
Smith, Edna ---------- Buckner, Va.
Smith, Frances Curtis ---------- Hampton, Va.
Smith, Frances Elizabeth ---------- Wilmington, N. C.
Smith, Frances Louise ---------- Portsmouth, Va.
Smith, Irmalee ---------- Newport News, Va.
Smith, Jaquelin Randolph ---------- Fredericksburg, Va.
Smith, Lois Chapman ---------- Grundy, Va.
Smith, Louise Ida ---------- Schley, Va.
Smith, Margaret Viola ---------- Fredericksburg, Va.
Smith, Nellie Jean ---------- Louisa, Va.
Smith, Virginia Mott ---------- Hampton, Va.
Snead, Elizabeth Harvey ---------- Montross, Va.
Snead, Kathryn ---------- Pompton Lakes, N. J.
Snead, Lois Virginia ---------- Spotsylvania, Va.
Snellings, Lucille ---------- Fredericksburg, Va.
Snow, Anne ---------- Remo, Va.
Snyder, Irene Winifred ---------- Jackson Heights, N. Y.
Sommers, Susie Brann ---------- Alexandria, Va.
Sowers, Alice ---------- Success, Va.
Sowers, Mildred Lee ---------- Success, Va.
Spain, Virginia Willis ---------- Suffolk, Va.
Spillman, Sarah Calvert ---------- Index, Va.
Spinks, Mary Nancy ---------- Kensington, Md.
Spitler, Anna Lee ---------- Luray, Va.
Springer, Marie ---------- Norfolk, Va.
Staples, Ruth Temple ---------- Dahlgren, Va.
Stead, Joyce ---------- Decatur, Ga.
Stephens, Dorothy Payne ---------- Villamont, Va.
Stephenson, Madelon Ellis ---------- East Williston, N. D.
Story, Mildred Regus ---------- Newsoms, Va.
Stubbs, Rebecca DuVal ---------- Saluda, Va.
Suttle, Evelyn ---------- Jonesville, Va.
Swann, Lucille ---------- St. Paul, Va.

Taliaferro, Nina Katherine ---------- Hustle, Va.
Tamer, Rosalind ---------- Norton, Va.
Tanner, Christine Maria ---------- Wolftown, Va.
Tanner, Helen Banks ---------- Wolftown, Va.
Tanner, Lula ---------- Fairfax, Va.
Taylor, Alice ---------- Newport News, Va.
Taylor, Doris ---------- Hampton, Va.
Taylor, Edith Cheatham ---------- Rocky Mount, N. C.
Taylor, Elvira ---------- North Emporia, Va.

Taylor, Helen Marjorie ---------- Richmond, Va.
Taylor, Lillie Pace ---------- Washington, D. C.
Teed, Phyllis ---------- Spotsylvania, Va.
Thigpen, Nina Powell ---------- Glen Lyn, Va.
Thomas, Beuna ---------- Martinsville, Va.
Thomas, Eleanor Amelia ---------- Baltimore, Md.
Thomas, Virginia Lee ---------- Gaithersburg, Md.
Thomas, Zelda Mae ---------- Warrenton, Va.
Tillery, Frances Ann ---------- Roanoke, Va.
Timberlake, Zelma Mae ---------- Sweet Hall, Va.
Tolley, Walteen Inez ---------- Lexington, Va.
Tomlinson, Evelyn ---------- Baxley, Ga.
Tootle, Doris ---------- Mendes, Ga.
Trimble, Elizabeth McClintic ---------- Hot Springs, Va.
Trumpore, May Evelyn ---------- Beaufort, S. C.
Trussell, Eulah Eloise ---------- Newport News, Va.
Tuck, Margaret Catherine ---------- Nathalie, Va.
Turman, Mary Alice ---------- Arcola, Va.
Turnbull, Marie ---------- Hague, Va.
Turner, Katherine Celia ---------- Glen Lyn, Va.
Twiford, Margaret Malana ---------- Wardtown, Va.
Twiss, Ida Lee ---------- Edgerton, Va.
Tyson, Genevieve ---------- Baltimore, Md.
Tyson, Margaret June ---------- Falmouth, Va.

Van Sant, Elsie ---------- Sanford, N. C.
Vasko, Bessie ---------- Glen Allen, Va.
Vaughan, Nancy Lee ---------- Hampton, Va.
Vest, Grace Louise ---------- Carson, Va.

Wade-Dalton, Nina ---------- Manassas, Va.
Waldman, Wilhemina ---------- Vineland, N. J.
Walker, Emma Neale ---------- Walkerton, Va.
Walker, Lucy ---------- Montross, Va.
Walker, Robert ---------- Alexandria, Va.
Wallace, Ann ---------- Cambridge, Va.
Wallace, Helene Dickenson ---------- Falmouth, Va.
Walraven, Louise Evelyn ---------- Charles Town, W. Va.
Ware, Mildred Katrine ---------- Petersburg, Va.
Washington, Florence Campbell ---------- Woodford, Va.
Waterfield, Gladys Bane ---------- Quantico, Va.
Waters, Louise Imogen ---------- Portsmouth, Va.
Watkins, Ethel Elizabeth ---------- Hartsville, S. C.
Weaver, Edna Triplett ---------- Bealeton, Va.
Webb, Emily Elizabeth ---------- Carson, Va.
Weddle, Rheba Verile ---------- Troutville, Va.
Weeks, Edith ---------- Savannah, Ga.
Weiss, Anne-Elizabeth ---------- Newport News, Va.
Wells, Iva ---------- Manassas, Va.
Wessell, Margaret K. ---------- Bronx, N. Y.
Whaley, Frances Kathleen ---------- Remo, Va.
Wheat, Carolyn Rebecca ---------- Litwalton, Va.
Wheatley, Ruth Elizabeth ---------- Richmond, Va.
Wheeler, Olivia Jane ---------- Clifton Forge, Va.
Whitaker, Martha Virginia ---------- Emporia, Va.
White, Margaret Ellen ---------- Accomac, Va.

White, Syble ---------- Tyner, N. C.
Whitehead, Jean Crawford ---------- Monroe, N. Y.
Whitehead, L. Page ---------- Lovingston, Va.
Whitehead, Ruth E. ---------- Norfolk, Va.
Whitley, Lucille ---------- Franklin, Va.
Whitlock, Jessie Avaleen ---------- Mineral, Va.
Whitman, Naomi Jane ---------- Purcellville, Va.
Whitmore, Marian Frances ---------- Hilton Village, Va.
Wilkerson, Lucy May ---------- Dahlgren, Va.
Williams, Fleda ---------- Appalachia, Va.
Williams, Irene Ellen ---------- Milford, Del.
Williams, Marie Lucille ---------- Prince George, Va.
Wimbrow, Eulalee Howard ---------- Chincoteague, Va.
Winner, Elaine Phillips ---------- Hampton, Va.
Wood, Dorothy Hunter ---------- Amissville, Va.
Woodard, Anna B. ---------- Alexandria, Va.
Woodard, Vivian ---------- Portsmouth, Va.
Woodbridge, Elizabeth Woodrow ---------- Fredericksburg, Va.
Woolfolk, Mary Nell ---------- Bowling Green, Va.
Wyatt, Edna Elizabeth ---------- Glen Allen, Va.

Yancey, Lavinia ---------- Viewtown, Va.
Yancey, Marjorie Alpheus ---------- Baskerville, Va.
Yeamans, Marian Terrell ---------- Beaverdam, Va.
Young, Rubinette ---------- Rhoadesville, Va.
Yourtee, Mary Rutherford ---------- Fredericksburg, Va.

Zappulla, Josephine ---------- Petersburg, Va.

LIST OF STUDENTS—SUMMER, 1934

Abbey, Betty Regina ---------- Fredericksburg, Va.
Abbitt, Ann Elizabeth ---------- Norfolk, Va.
Albaugh, Helen Elizabeth ---------- West Fairview, Penna.
Allen, Dorothy Belle ---------- Berthaville, Va.
Alrich, Audrey Ella ---------- Spotsylvania, Va.

Bane, Dorothy Anderson ---------- Lynnhaven, Va.
Barker, Hildred Agnes ---------- Leedstown, Va.
Barnes, Mildred Caton ---------- Portsmouth, Va.
Barrett, Margaret Anderson ---------- Richmond, Va.
Basler, Mamie O. ---------- Suffolk, Va.
Bayles, Shirley ---------- Newport News, Va.
Beazley, Temple Lee ---------- Saluda, Va.
Bell, Mary Elizabeth ---------- Cherrydale, Va.
Blake, Louise G. ---------- Norfolk, Va.
Blankenbaker, Adell ---------- Richmond, Va.
Blankenbaker, Wilmer Allan ---------- Richmond, Va.
Blanks, Mildred ---------- Long Island, Va.
Blevins, Jessie Mae ---------- Bassett, Va.
Blythe, Frances Nelson ---------- Franklin, Va.
Bocock, Ida R. ---------- Staunton, Va.
Bolen, Sarah Virginia ---------- Harrisonburg, Va.

Booth, Lillian ---------- Dodlyt, Va.
Breeden, Ila Virginia ---------- Manassas, Va.
Brent, Marie Helm ---------- Midland, Va.
Broach, Mamie Olive ---------- Index, Va.
Broaddus, Lena Wortham ---------- Bowling Green, Va.
Brown, Nellie Carlton ---------- Alexandria, Va.
Brown, Susan Frances ---------- Richmond, Va.
Browne, Margaret Alexander ---------- Fredericksburg, Va.
Bryant, Nellie Cralle ---------- Fredericksburg, Va.
Byrd, Essie Marguerite ---------- Whaleyville, Va.
Buckley, Rhoda Bailey ---------- Midlothian, Va.
Butler, Chalie Mae ---------- Wake, Va.
Butler, Elaine ---------- Carrsville, Va.

Campbell, Esther Evelyn ---------- Knopf, Va.
Carey, Lena Hughlett ---------- Kinsale, Va.
Carey, Mary Lindsay ---------- Kinsale, Va.
Carter, Emma W. ---------- Manassas, Va.
Carwile, Lucille Virginia ---------- Brookneal, Va.
Cashion, Urple Samantha ---------- Winterpock, Va.
Chambers, Thelma A. ---------- Roanoke, Va.
Chittum, Dorothy Mildred ---------- Richmond, Va.
Clark, Elsie Graham ---------- Lively, Va.
Clark, Mamie ---------- Petersburg, Va.
Clift, Virginia Frances ---------- Fredericksburg, Va.
Coakley, Bettie Snyder ---------- Fredericksburg, Va.
Coakley, Edna Suttle ---------- Colonial Beach, Va.
Cochran, Eliza Frasier ---------- The Plains, Va.
Compton, Helen Elizabeth ---------- Coulwood, Va.
Cook, Dorsey McKinley ---------- Cleveland, Va.
Cook, Irving ---------- Cleveland, Va.
Cook, Stella Mae ---------- Cleveland, Va.
Cooke, Jacqueline Louise ---------- Bumpass, Va.
Core, Margaret F. ---------- Wachapreague, Va.
Courtney, F. Jett ---------- Pauls Cross Roads, Va.
Crittenden, Rebecca C. ---------- Catlett, Va.
Crutchfield, Jane Iris ---------- Richmond, Va.
Currie, Phyllis Eleanor ---------- Kent, Conn.

Daffan, Mayme ---------- Morrisville, Va.
Daniel, Virginia Mae ---------- Volney, Va.
Darnell, Marjorie C. ---------- Pisgah, Md.
Daughtrey, Helen White ---------- Franklin, Va.
Davis, Emily ---------- Norton, Va.
Davis, Virginia Belle ---------- Sharps, Va.
Day, Emmett Milton ---------- Fairfax, Va.
DeAtley, Thelma Louise ---------- Oak Grove, Va.
Deere, Evelyn ---------- Lexington, Tenn.
Denby, Dorothy Mae ---------- Norfolk, Va.
Dennis, Mary Louise ---------- Nassawadox, Va.
Diggs, Ruth ---------- Beaverlett, Va.
Diffenderfer, Dorothy ---------- Denbigh, Va.
Dulaney, Gladys Lillian ---------- Etlan, Va.
Duncan, Elsie ---------- Belle Haven, Va.
Dunlap, Gatewood ---------- Lexington, Va.
Dunn, Thomas Burton ---------- Fredericksburg, Va.
Duval, Lucy ---------- Fredericksburg, Va.

Eanes, Zollie ---------- Blountville, Tenn.
Easterly, Ellen ---------- Richmond, Va.
Edwards, Elizabeth Bagby ---------- Fredericksburg, Va.
Elam, Ruth Chandler ---------- Baskerville, Va.
Eley, Lilla Yancey ---------- Howison, Va.
Ellicott, William Young ---------- Nokesville, Va.
Ellis, Mary ---------- Bumpass, Va.
Elmer, Louise Bleight ---------- Fredericksburg, Va.
Elmore, Blanche ---------- Richmond, Va.
Embrey, Alvin Thomas, Jr. ---------- Fredericksburg, Va.
Embrey, Maude Frances ---------- Ashland, Va.
Ewing, Gertrude Morgan ---------- Warsaw, Va.

Farmer, Gaynelle E. ---------- Port Royal, Va.
Farrar, Theodore Stokes ---------- Ashland, Va.
Faulconer, India Conway ---------- Orange, Va.
Fisher, Alma Brooks ---------- Sparta, Va.
Fitz Gerald, Viola ---------- Fredericksburg, Va.
Fleming, Avis Lacy ---------- Brokenburg, Va.
Foley, Elizabeth ---------- Haymarket, Va.
Foy, Mary Theresa ---------- Winston-Salem, N. C.
Frazer, Georgie Morton ---------- Orange, Va.
Freeman, Eva C. ---------- Poindexter, Va.
Furr, Mabel ---------- Bluemont, Va.

Gammon, Violet S. ---------- Bumpass, Va.
Gardner, Virginia Mason ---------- Alexandria, Va.
Garrett, Grace ---------- Center Cross, Va.
Gibb, Ella Mae ---------- Machipongo, Va.
Gillette, Minnie Thomas ---------- Franklin, Va.
Golden, Estelle Lee ---------- Richmond, Va.
Goodrick, Wilda Jane ---------- Clarendon, Va.
Goodwyn, Frances ---------- Branchville, Va.
Gouldman, Annie Lewis ---------- Index, Va.
Gouldman, L. Mae ---------- Welcome, Va.
Gray, Eloise ---------- Bealeton, Va.
Griffith, Gladys Elizabeth ---------- Berwyn, Md.
Gresham, Mary B. ---------- Fredericksburg, Va.
Griffith, Francis Dickerson ---------- Brandy, Va.
Gwynn, Permelia Cobb ---------- Danville, Va.

Hall, Anna Mae ---------- Nomini Grove, Va.
Harding, Catherine ---------- Cradock, Va.
Harding, Logan ---------- Wicomico Church, Va.
Harding, Nancy ---------- Cradock, Va.
Harper, Mary ---------- Mineral, Va.
Harper, Sarah ---------- Mineral, Va.
Harris, Frances Shawen ---------- Winchester, Va.
Harris, Julia ---------- Orange, Va.
Harris, Ruth Louise ---------- Oakmont, Penna.
Hart, Jean Billie ---------- Fredericksburg, Va.
Harley, Edna ---------- Brunswick, Md.
Hayes, Grace E. ---------- Bumpass, Va.
Hepbron, Louise ---------- Betterton, Md.
Hickerson, Sue Katherine ---------- Culpeper, Va.
Helm, T. Thomas, Jr. ---------- Midland, Va.

Hogan, Katharine Draper ---------- Heathsville, Va.
Hobby, Alice Catherine ---------- Westminster, Md.
Hornaday, Hallie Wayne ---------- Snow Camp, N. C.
Houchins, Gladys ---------- Rock Castle, Va.
Houston, Bernice P. ---------- Lewes, Del.
Huddleston, Ann Baylor ---------- Clifton Forge, Va.

Ivins, Kathleen ---------- Indian Head, Md.

Jackson, Lily Wilson ---------- Machodoc, Va.
Jackson, Christine M. ---------- South Richmond, Va.
James, Ida B. ---------- Morrisville, Va.
Jennings, Lillian Martha ---------- Republican Grove, Va.
Jerrell, Ola Bly ---------- Brokenburg, Va.
Jessup, Georgia Bickerstaff ---------- Columbus, Ga.
Johnston, Mary Jane ---------- Kents Store, Va.
Jones, Bertha ---------- Brodnax, Va.
Jones, Beulah A. ---------- Clifton Forge, Va.
Jones, Corene Pearl ---------- Brodnax, Va.
Jordan, Mary Louise ---------- Fredericksburg, Va.

Kalnen, Elizabeth ---------- Castle Hayne, N. C.
Kannard, Rena Dayle ---------- Nashville, Tenn.
Kibler, Margaret ---------- Boyce, Va.
King, Mabel Virginia ---------- Fredericksburg, Va.
Kitchens, Sarah ---------- Alexander City, Ala.
Kravetz, Joseph ---------- Washington, D. C.

Lawrence, Dorothy Elizabeth ---------- Norfolk, Va.
Layman, Edith F. ---------- Perkinsville, Va.
Leacock, Rebecca ---------- Fredericksburg, Va.
Lee, Anna Maude ---------- The Plains, Va.
Levin, Florence ---------- Norfolk, Va.
Lewis, Mildred ---------- Bloxom, Va.
Link, Thelma Doris ---------- Alton, Va.
Looney, Ethel ---------- Grundy, Va.
Looney, Gwendoline Lewis ---------- Rocky Mount, N. C.
Lowman, Ruby May ---------- Pulaski, Va.
Lynch, Willie Mable ---------- Richmond, Va.

McAllister, Hazel ---------- Unionville, Va.
McCalley, Charlotte Pattie ---------- Fredericksburg, Va.
McCalley, Edna ---------- Fredericksburg, Va.
McClintock, Minnie Elma ---------- Quantico, Va.
McGehee, Fenton ---------- Ferncliff, Va.
McLeod, Edna Elizabeth ---------- Bumpass, Va.
McWhirt, Anna Elizabeth ---------- Fredericksburg, Va.
Maddox, Philipa ---------- Elkwood, Va.
Maguire, Elizabeth Jane ---------- Fredericksburg, Va.
Makovsky, Vera Antoinette ---------- Prince George, Va.
Malone, Gussie W. ---------- Rowanta, Va.
Mason, Mary Ethel ---------- Fredericksburg, Va.
Maxwell, Billie ---------- Maxwell, Va.
Mayse, Frances S. ---------- Purcellville, Va.
Mercer, Esther Littleton ---------- Nashville, Tenn.
Merchant, Rosalie P. ---------- Marshall, Va.
Metz, Grace Elizabeth ---------- Manassas, Va.

Minor, Mary Elizabeth ---------- Comorn, Va.
Moffett, Eleanor L. ---------- The Plains, Va.
Money, Mary Kephart ---------- Vienna, Va.
Monta, Genevieve Josephine ---------- Elmer, N. J.
Moody, Fannie Mae ---------- Valentines, Va.
Moody, Virginia R. ---------- Beaverdam, Va.
Moore, Frances I. ---------- Portsmouth, Va.
Moore, Jane Ellen ---------- Richmond, Va.
Moore, M. Ethel ---------- Chatham, Va.
Moore, Mary Gammon ---------- Bumpass, Va.
Moore, Robert Crawford ---------- Fredericksburg, Va.
Motley, Edney Elizabeth ---------- Chatham, Va.
Mundy, Doris Doughtie ---------- Norfolk, Va.
Myers, Williette R. ---------- Manassas, Va.

Nash, Virginia L. ---------- Fredericksburg, Va.
Nelson, Shasta Virginia ---------- Fredericksburg, Va.
Newman, Hunter H. ---------- Woodford, Va.
Noell, Emma ---------- Boone Mill, Va.
Norman, Gladys G. ---------- Kinsale, Va.

Orrock, Mollie ---------- Fredericksburg, Va.
Ottesen, Margrethe Lilli ---------- Richmond, Va.
Owens, Kate Maxwell ---------- Shiloh, Va.

Pattie, Clara Henry ---------- Novum, Va.
Patton, Samuel Evans ---------- Fredericksburg, Va.
Payne, Doris Mitchell ---------- Skippers, Va.
Payne, Mildred Marie ---------- Dothan, Ala.
Pearson, Edith Costello ---------- Manassas, Va.
Pearson, Elizabeth M. ---------- Remington, Va.
Perkins, Katherine Magruda ---------- Carson, Va.
Pepmeir, Roland Carl ---------- Corbin, Va.
Pierson, Lucy Lelia ---------- Fredericksburg, Va.
Pleasants, Dorothea Cameron ---------- Hilton Village, Va.
Pollard, Ava Catherine ---------- Portsmouth, Va.
Porter, Mary Richeson ---------- Amherst, Va.
Price, Grace Claiborne ---------- Gretna, Va.
Purks, Alice Marie ---------- King George, Va.

Ralph, Evelyn Blanche ---------- Keller, Va.
Ramey, Dorothy Frances ---------- Fredericksburg, Va.
Raughley, Ann H. ---------- Dover, Del.
Rawlings, Lucile ---------- Fredericksburg, Va.
Reamy, Helen R. ---------- Mt. Landing, Va.
Reamy, Mary Avis ---------- Potomac Mills, Va.
Reiss, Frances Cline ---------- Fredericksburg, Va.
Reiss, Lewis G. ---------- Fredericksburg, Va.
Rigby, Margaret Elizabeth ---------- Reevesville, S. C.
Roberts, Octavia ---------- Bells Cross Roads, Va.
Robinson, Julia Frances ---------- Beverlyville, Va.
Robinson, Mary Elizabeth ---------- Norfolk, Va.
Robinson, Mattie Jordan ---------- Fredericksburg, Va.
Rose, Laura-Evelyn ---------- Langley Field, Va.
Rose, Mabel Davis ---------- South Hill, Va.
Rosenblatt, Frances ---------- Portsmouth, Va.

Sanford, Armintrus Louise ---------- Acorn, Va.
Sasher, Audrey ---------- Pulaski, Va.
Sartorius, William S. ---------- Pocomoke City, Md.
Scales, Camille ---------- Fredericksburg, Va.
Schaffer, Mary Susannah ---------- Northampton, Penna.
Schoeder, Mary Archer ---------- Clayville, Va.
Sharpe, Elsie Margaret ---------- Portsmouth, Va.
Shotton, Margaret Ruth ---------- Suffolk, Va.
Skinner, Elsie ---------- Kenbridge, Va.
Smith, Edna W. ---------- Buckner, Va.
Smith, Evelyn Margaret ---------- Grundy, Va.
Snead, Lois Virginia ---------- Spotsylvania, Va.
Sorensen, Marie Cecilia ---------- Charleston, S. C.
Spence, Elmer L. ---------- Tangier, Va.
Spicer, Myrtle ---------- Mineral, Va.
Staples, Gladys ---------- Fredericksburg, Va.
Stewart, Arlene Mae ---------- Northampton, Penna.
Strange, Mary Eva ---------- Richmond, Va.
Swiney, Ettie ---------- Nashville, Tenn.

Taylor, Doris ---------- Hampton, Va.
Taylor, Elvira ---------- North Emporia, Va.
Terrill, Mary Benson ---------- Haymarket, Va.
Thomas, Eleanor ---------- Baltimore, Md.
Thomas, Mary Rector ---------- Leesburg, Va.
Thomasson, Edythe Mae ---------- Alexandria, Va.
Thompson, Nellie E. ---------- Saint Just, Va.
Turner, Elise P. ---------- The Plains, Va.

Vaughan, Verna May ---------- Hampton, Va.
Voorhies, Lucile Springer ---------- Hohenwald, Tenn.

Walker, Virginia Caroline ---------- Bedford, Va.
Warren, Estelle D. ---------- Richmond, Va.
Watkins, Lucy T. ---------- Gordonsville, Va.
Watson, Virginia A. ---------- Colonial Beach, Va.
Watts, Alice L. ---------- Richmond, Va.
Weiss, Anne-Elizabeth ---------- Newport News, Va.
White, Katherine M. ---------- Agricola, Va.
Whitehead, Ruth E. ---------- Norfolk, Va.
Wilkinson, Lola E. ---------- Atkins, Va.
Willey, Milbourn ---------- Clayton, Del.
Wingfield, Adelia ---------- Warrenton, Va.
Witten, Susan Katherine ---------- Hatton, Va.
Wood, Mildred Adams ---------- Hilton Village, Va.
Wooldridge, Virginia M. ---------- Phoebus, Va.
Wright, Virginia Laura ---------- Naulakla, Va.

Yancey, Julia O. ---------- Buffalo Junction, Va.
Yeamans, Marian Terrell ---------- Beaverdam, Va.

Zehmer, Elsie ---------- McKenney, Va.

SUMMARY OF ENROLLMENT

College

Enrollment, Regular Session, 1934-35	673
Enrollment, Summer Quarter, 1934	443
Total Enrollment	1,116
Counted Twice	135
Net Enrollment, College	981

Training Schools

Enrollment, Regular Session, 1934-35	352	
Enrollment, Summer Quarter, 1934	153	
Total Enrollment for Training Schools		505
Grand Total for College and Training Schools		1,486

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STATE TEACHERS COLLEGE
Fredericksburg, Virginia

*APPLICATION FOR ADMISSION

Date_____

I hereby apply for admission to the State Teachers College at Fredericksburg, beginning Session 193_____.

Name _____ Age_____

Street Address _____

City _____ State_____

Name of parent or guardian_____

Address _____

Name _____

Street Address _____

City _____ State_____

Graduate of what high school_____year_____

Is it accredited?_____. Have you done work beyond high school? _____. If so, write your college to send us transcript of credits earned.

Have you taught?_____ If so, how long?_____
Give name of principal of high school from which you graduated.

_____ Address_____
Which of the curricula outlined on pages 60 to 78 of catalogue do you plan to take?_____

_____
In consideration of exemption from tuition, do you agree to teach for two years in Virginia? (Not applicable to non-residents of Virginia) _____.

Name _____ Age_____

Street Address _____

City _____ State_____

Parent's Name _____

Parent's Address _____

Telephone Number of Parent_____

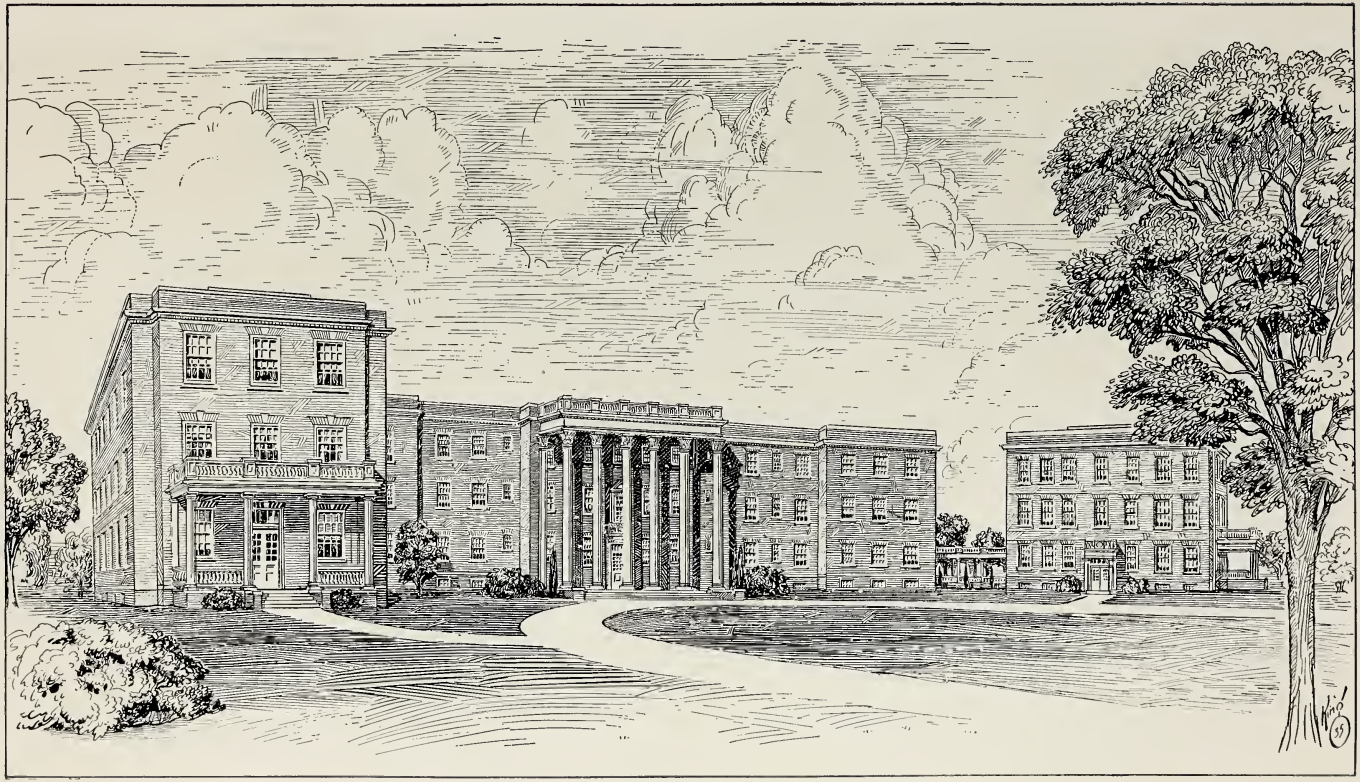
Do you wish dormitory room reserved?_____

_____

*Each space must be filled in by applicant.

Student Camp on Hilltop in Remote Section of Campus

Walkway to Open Air Theatre



A Group of New Dormitories Just Completed

One of the Arcades Connecting New Dormitories

New South Wing Virginia Hall

Looking South Through Central Campus

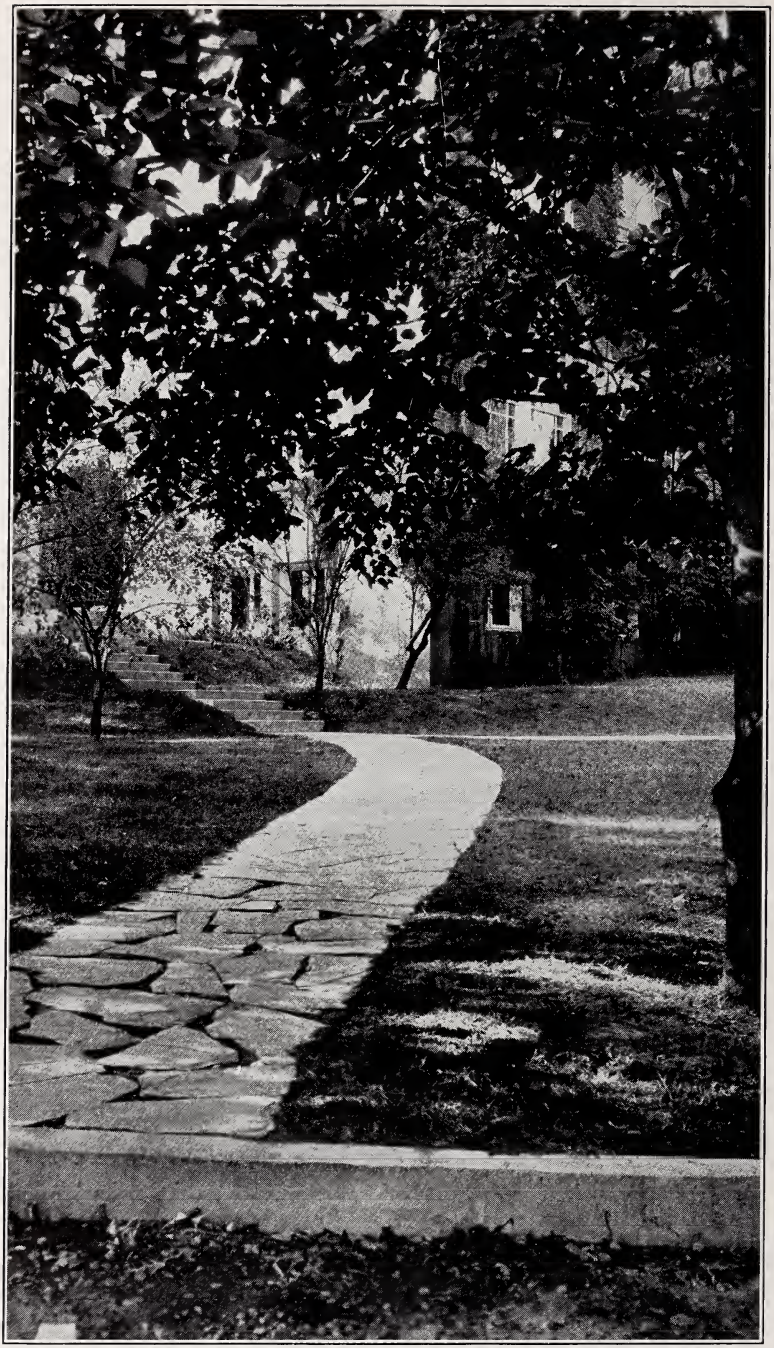
Along Cedar Row

Central Campus

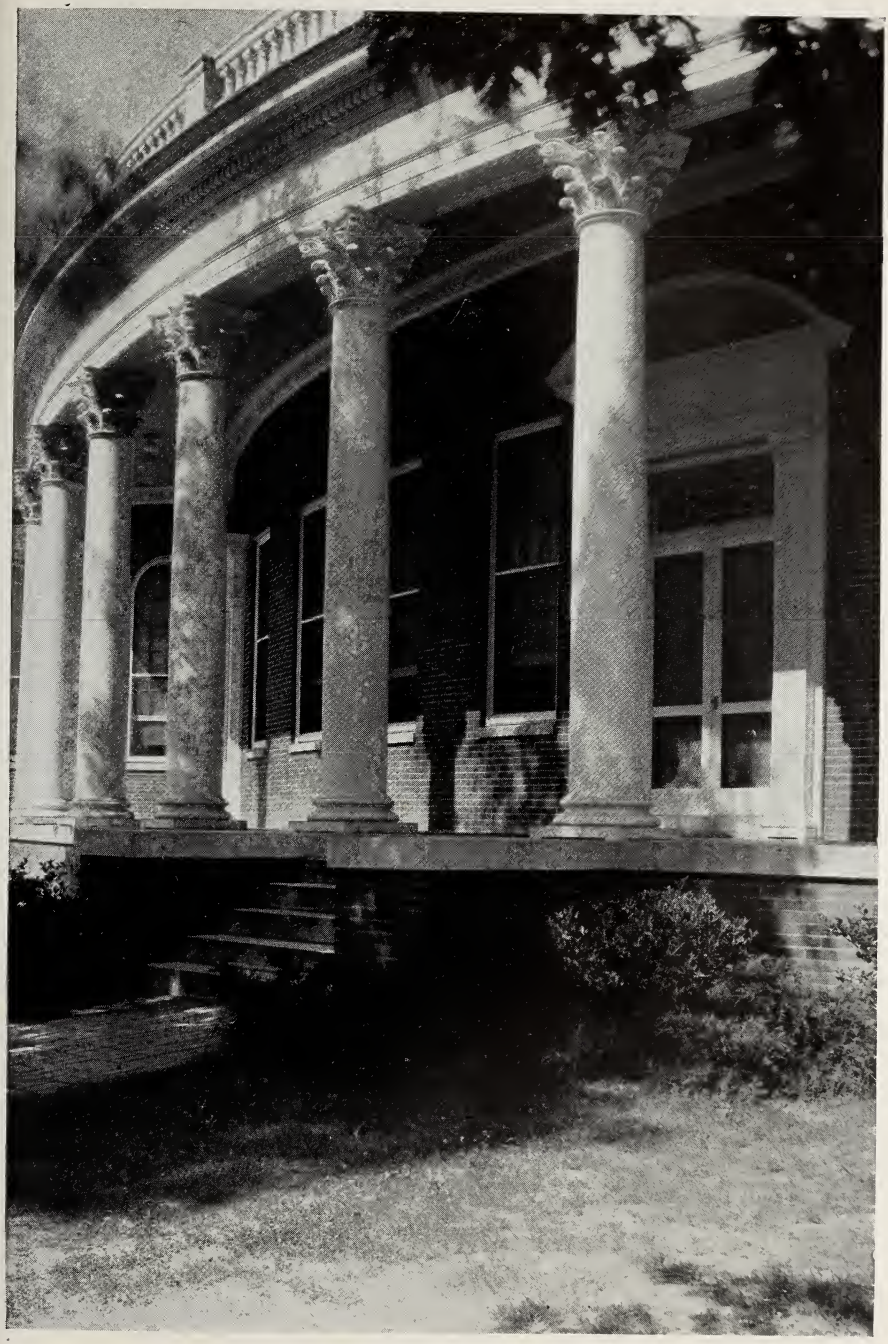
North Entrance Mary Ball Hall

Arcade Dolly Madison Hall

Campus Scene—Mary Custis Hall in Distance

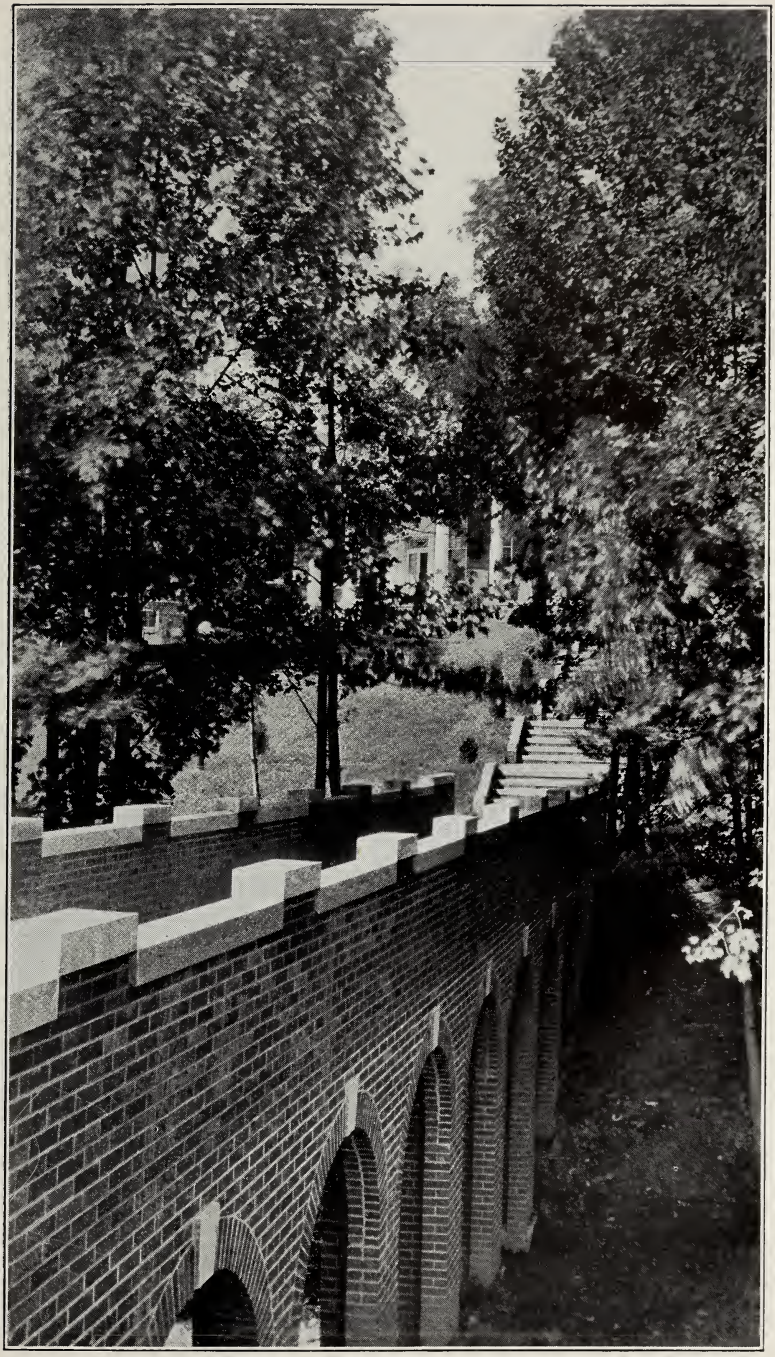


An Intimate Flag Walk Leads Informally to the Central Campus

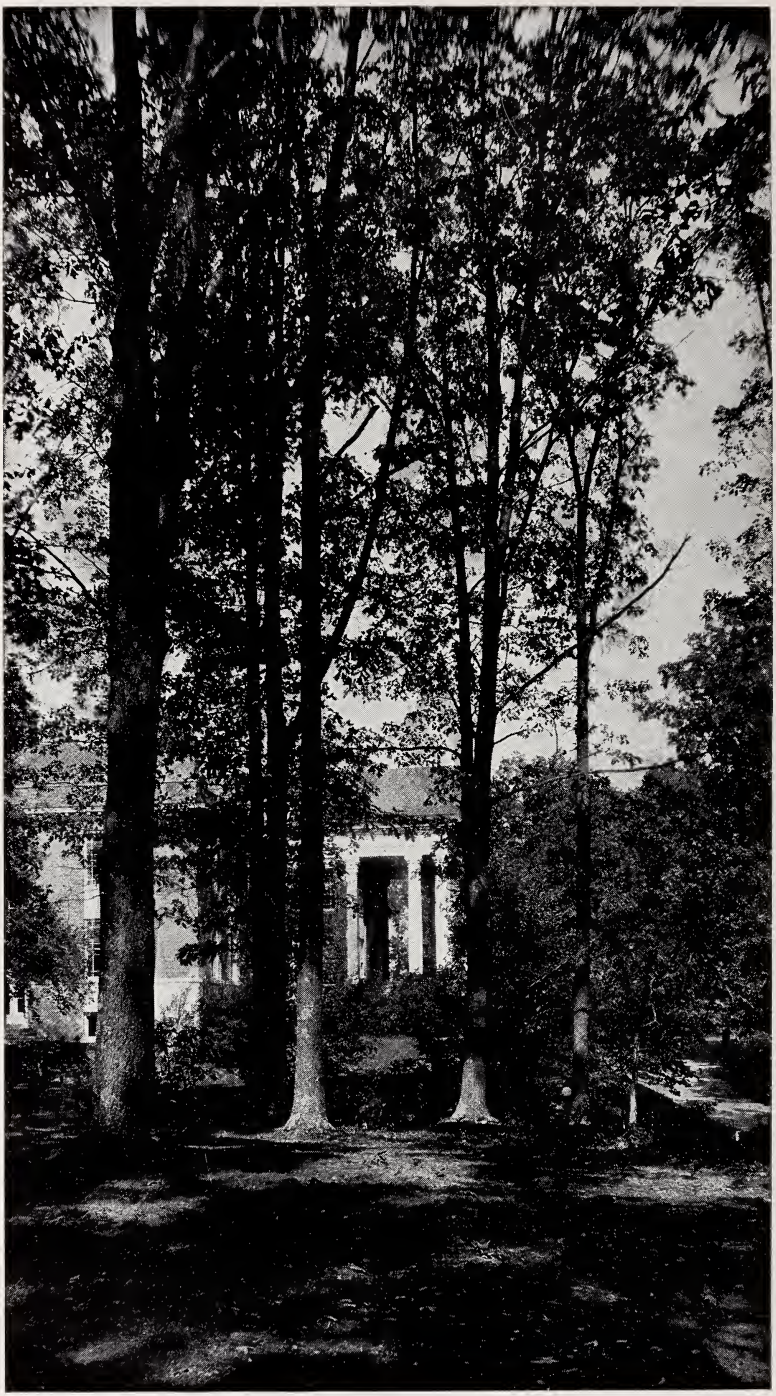


Rotunda Seacobeck Hall

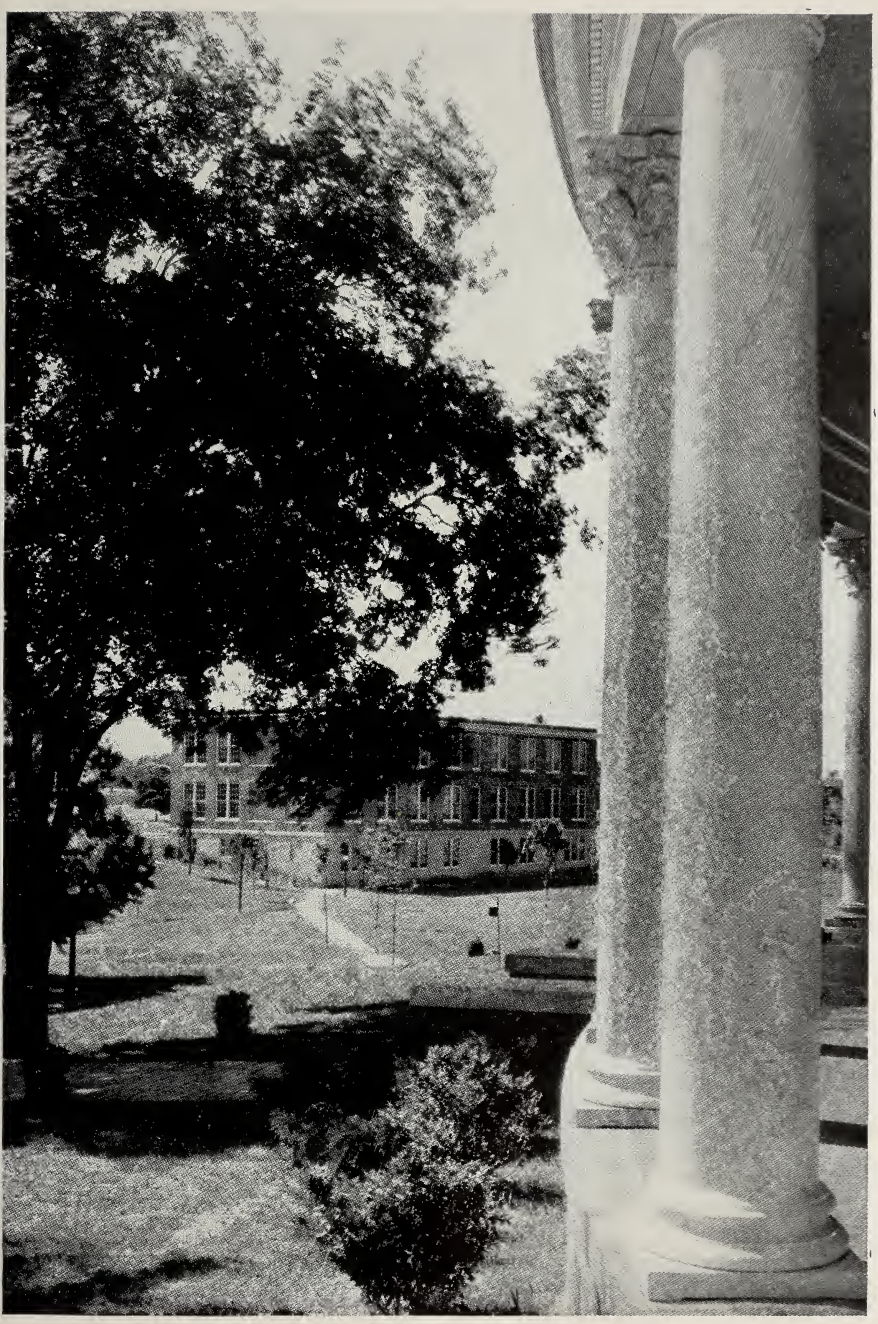
A Cool and Delightful Spot—Main Entrance to Dining Halls



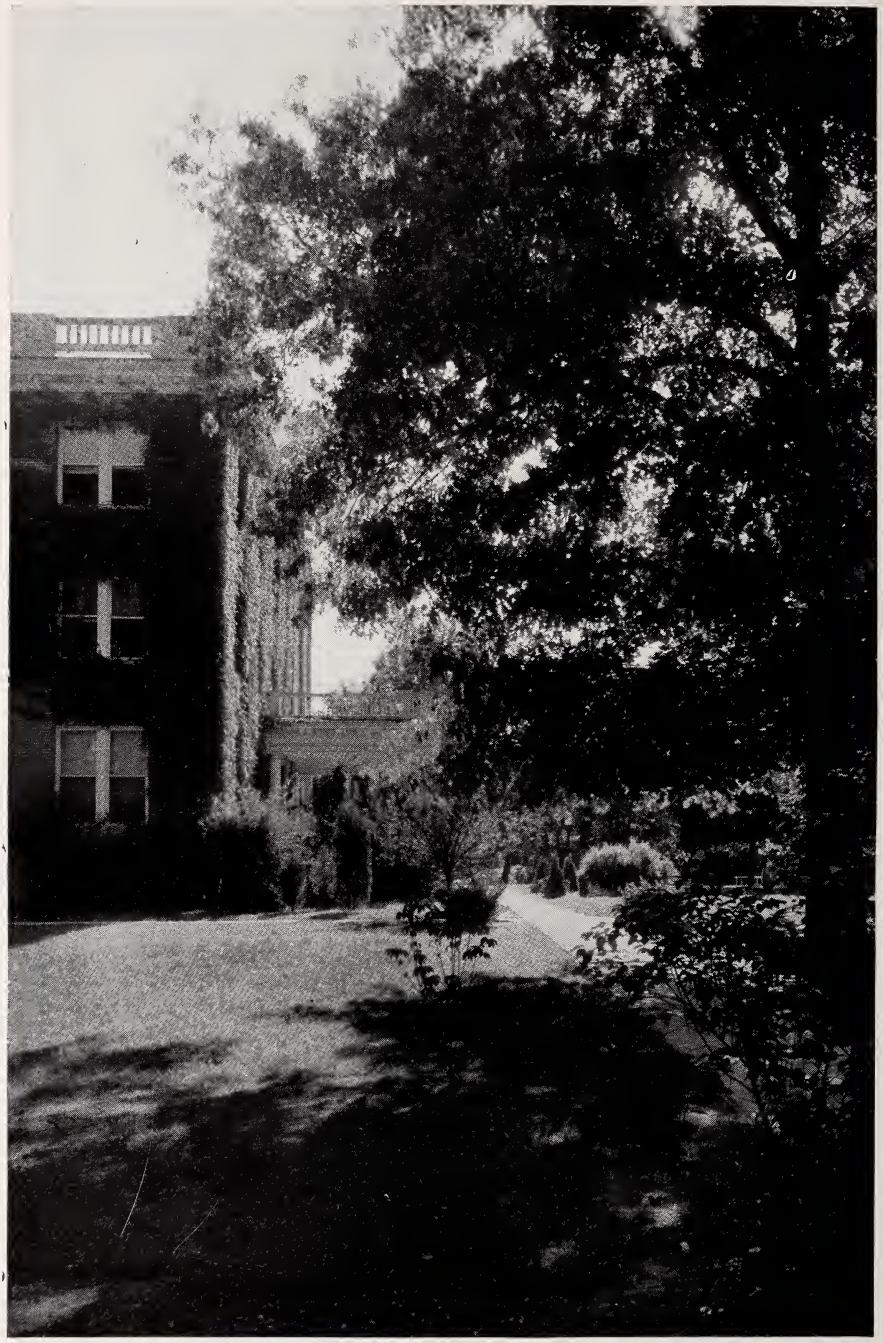
The Viaduct which Bridges a Ravine of Rustic Beauty in Center of Campus



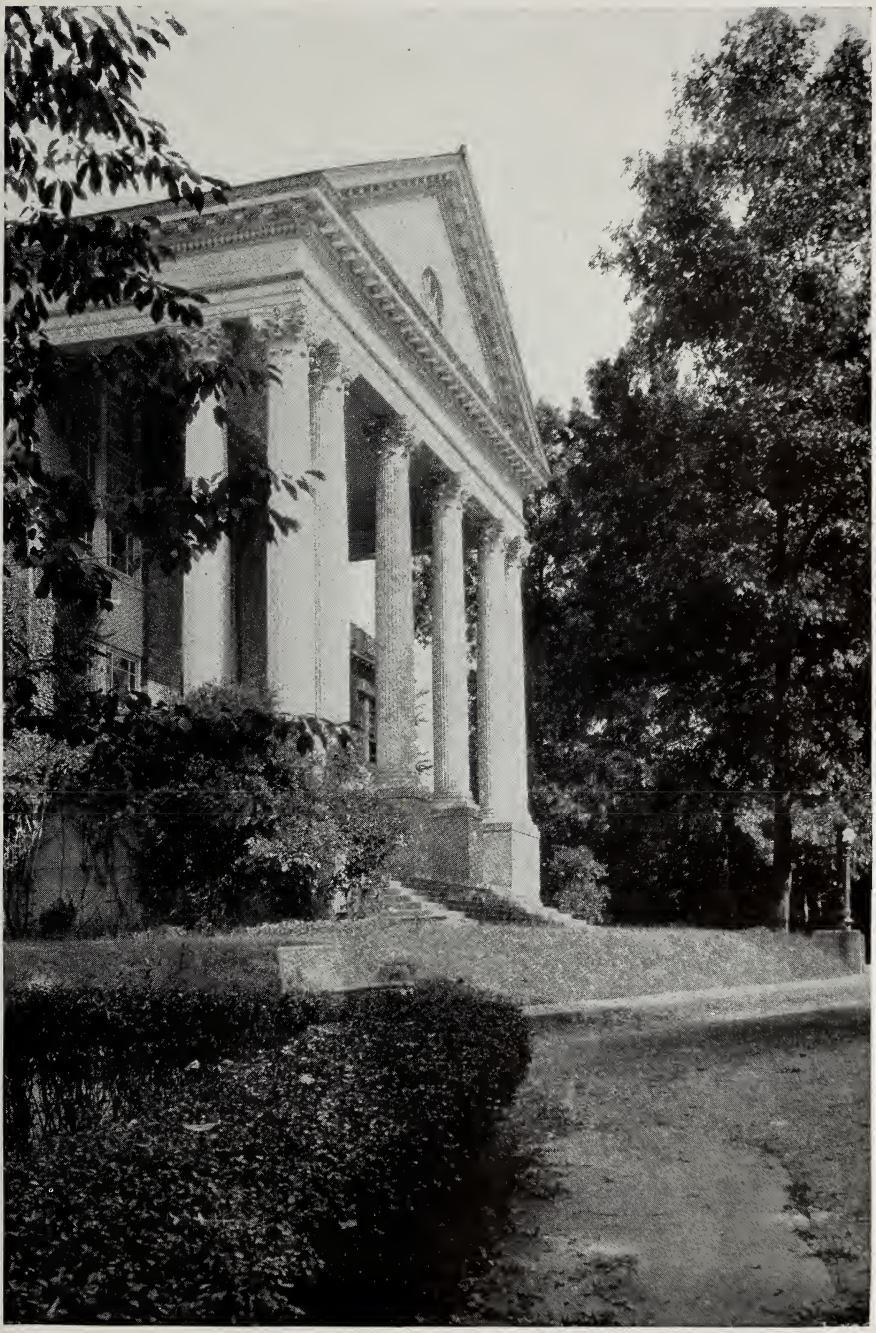
Monroe Hall Through the Trees



Looking South Toward Chandler Hall

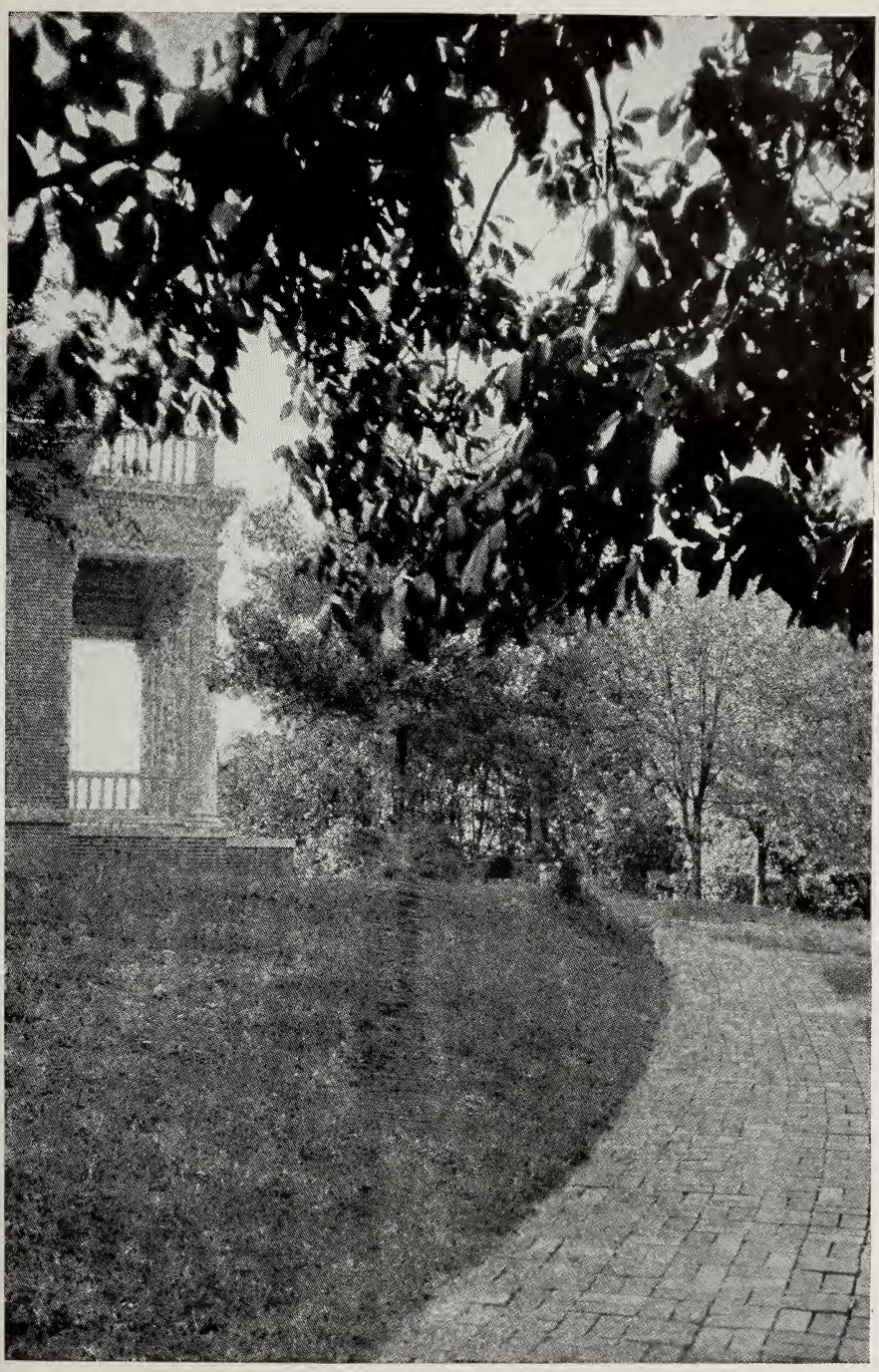


South Entrance Willard Hall

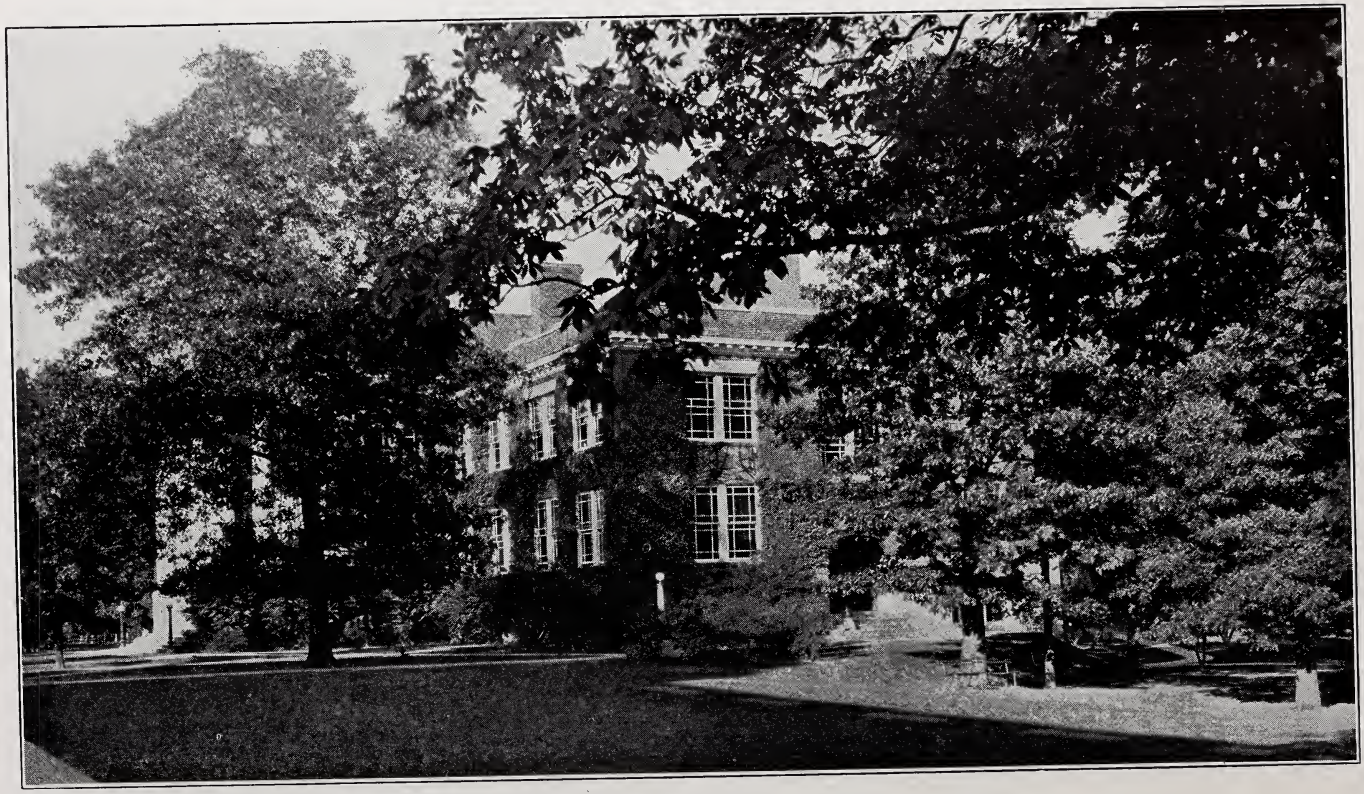


Academic Building

Looking North Through Quadrangle



Walkway to North Dining Hall



Great Trees Keep Sentry Round Ivy-Clad Monroe Hall

The "Bridge of Sighs" with Babbling Brook Beneath

Arcade Mary Custis Hall

One of the College Dining Halls

Spacious Roof Garden with Terrazzo Floor, in a Beautiful Setting Against a Background of Native Trees

Driveway to President's Home

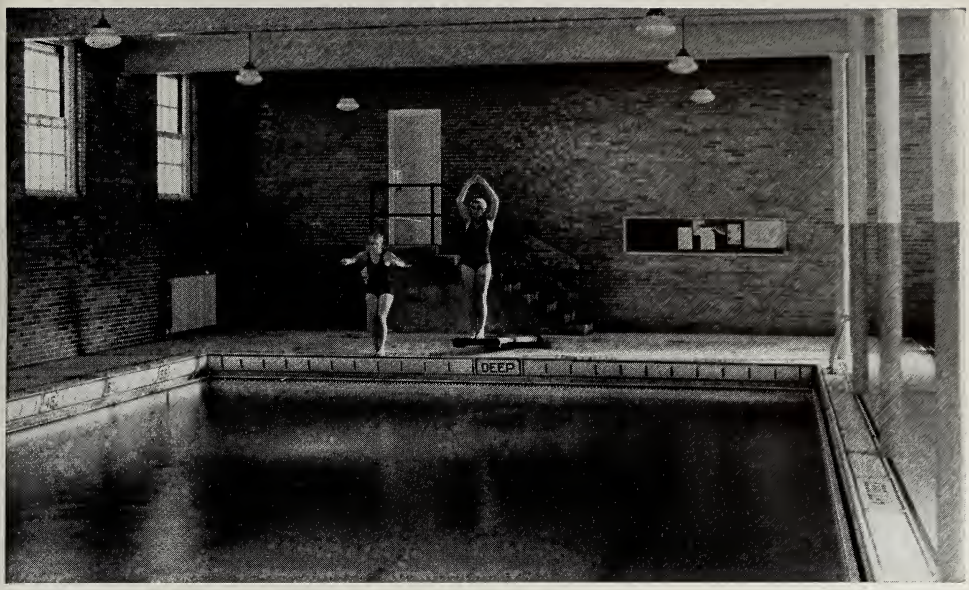
Reception Room in Seacobeck Hall

College Infirmary

Section of Open Air Theatre

Section of College Golf Course

Looking Through the Trees Over Tennis Courts



Sectional View of Indoor Swimming Pool

Campus Activities

A Favorite Sport at the College